

**USE OF THE THINK-ALOUD STRATEGY TO IMPROVE READING
COMPREHENSION OF THE XI GRADE STUDENTS AT SMAN 2
KLATEN IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS

Presented as a Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education



Written by
MERISA RINDI S P
NIM 09202241077

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2014**

APPROVAL PAGE

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A Thesis



by:

Merisa Rindi S. P.

NIM 09202241077

Approved on April 11th, 2014

Consultant,



Dr. Margana, M.Hum., M.A.

NIP. 19680407 199412 1001



RATIFICATION

USE OF THE THINK-ALOUD STRATEGY TO IMPROVE READING COMPREHENSION OF THE XI GRADE STUDENTS AT SMAN 2 KLATEN IN THE ACADEMIC YEAR OF 2013/2014


A Thesis
by
Merisa Rindi S.P.
NIM 09202241077

Accepted by the Board of Examiners of the English Education Department,
Faculty of Languages and Arts, State University of Yogyakarta on 24 April 2014
and declared to have fulfilled the requirement to attain the *Sarjana Pendidikan*
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Position	Name	Signature	Date
Chairperson	Drs. Samsul Maarif, M.A.		24/04/14
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Second Examiner	Dr. Margana, M.Hum., M.A.		24/04/14

Yogyakarta, 24 April 2014
Faculty of Languages and Arts
State University of Yogyakarta

Dean,

Prof. Dr. Zamzahi, M.Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, Saya:

Nama : Merisa Rindi S P

NIM : 09202241077

Prodi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : *Use of the Think-Aloud Strategy to Improve Reading Comprehension of the XI Grade Students at SMAN 2 Klaten in the Academic Year of 2013/2014*

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 11 April 2014

Penulis



Merisa Rindi S P
NIM 09202241077

DEDICATIONS

This thesis is dedicated to:

My Mother and Father – Nurini Probowati & Surandi –

This is for you mom, dad. I Love You. Thank you.

My older Sister – Probo Retno Setyowati – and her little lovely family

I miss you, sist.

My younger brother – Bayu Ramadhan Rizki Neediak –

MOTTOS

“I’d rather bend than break.”

– Kai –

“When the time is hard, there’s no way to turn, as HE promises HE will always be there to bless us with HIS love and HIS mercy ‘cause as HE promises HE will always be there.

HE’s always watching us, guiding us, and HE knows what’s in all in our heart. So when you lose your way to Allah, you should turn. As HE promises, HE will always be there.”

– *Always Be There, Maher Zain* –

“Kalau kau mau jadi orang dalam hidupmu, kalau ingin menghasilkan sesuatu, kalau ingin menang, selalu ikuti kata hatimu. Tapi bila hati tidak menemukan jawaban, tutup mata, sebut nama AYAH dan IBU. Lihatlah segala kesulitan akan menjadi mudah. Kau akan memperoleh segala tujuan dan kau akan menang. Hanya kau.”

– **Rahul’s message in *Kabhi Kushi Kabhi Gham*** –

“There’s a HERO lies in you.”

– *Hero, Mariah Carey* –

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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, April 11th 2014

A handwritten signature in black ink, featuring a large, stylized loop and a vertical line extending downwards.

Merisa Rindi S. P.

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09202241077

Abstract

The objective of this study is to improve the students' reading comprehension of the XI grade students at SMAN 2 Klaten in the academic year of 2013/2014 by using think-aloud strategy.

This study adopted the procedure of Action Research (AR) design. The subjects of the study were the XI Imersi students of SMAN 2 Klaten. The instruments of the study were observation checklist and interviews guideline which were supported by reading tests. The data were in the forms of field notes, interview transcripts, and students' reading scores. The qualitative data were analyzed by comparing the data, building interpretation, reporting the outcomes, and presenting the data. Meanwhile, the quantitative data were analyzed using descriptive statistics. The steps of the study were reconnaissance, planning, actions, observations, and reflections. The actions were conducted during January-March 2014 in two cycles.

The finding of this study is that the use of think-aloud strategy is believed to be effective in improving the students' reading comprehension at SMAN 2 Klaten. The results of the research show that there were some changes of the teaching and learning process of reading, and of the students' behaviors. The process of teaching and learning reading became more conducive as the students actively participated throughout the activities. The interactions between the teacher and the students and among the students were highly improved. The students made a good improvement in several ways. They became more aware of their own thinking process while reading a text. They paid attention to what they read so that they felt easy in understanding the text. They did not only depend on the use of dictionary due to the use of fix-up strategy. They could register the word meanings by exploring their own thinking. Thereby, their vocabulary mastery improved. They also did not hesitate to express their thoughts during classroom discussion. The research findings were also supported by the results of the students' reading score means that improved from 64.39 before the actions to 82.46 after the actions.

CHAPTER I

INTRODUCTION

The first chapter of this research report deals with background of the study, identification of the problems, delimitation of the problems, formulation of the problem, objective of the research, and significance of the research. Each of the aspects is explained as follows.

A. Background of the Study

Language is used as the main tool for communication among the human being across the world. Communication as "a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior" (Merriam-Webster Online, 2003) is a way for all human beings to survive in the middle of globalization era which has grown rapidly.

Generally, there are two types of communication, spoken and written communication. Regarding that English is a foreign language in Indonesia and we do not use it in our daily life, there is limited chance to use spoken English in our daily communication. Though nowadays we are provided with abundant visual and auditory media, written texts help us much to convey information, to amuse, and to entertain us (Brown, 2004).

Many information resources are in the form of written words such as newspaper, magazine, Internet articles and/or journal, textbooks, students' course books, literature works, and many others. To convey all information from these

written texts, reading skill plays an important role to ease the readers in comprehending the meaning of the texts.

In foreign language learning, like in Indonesia, reading is a skill that teachers simply expect the learners to acquire. As stated in *Permendiknas 22/2006-SI* that “English becomes a compulsory subject and one of the subjects in the national exam in junior and senior secondary schools”, learners have to learn English starting from junior high schools in which the government established *Kurikulum Tingkat Satuan Pendidikan* (KTSP) which is product-oriented, combining the competency-based and text-based models (*Permendiknas 23/2006-SKL*).

Students have to learn the text types and short functional texts such as narrative text, recount text, procedure text, descriptive text, exposition text, spoof text, announcement, and advertisement which require good reading skill of the students. Reading skill, in this case reading comprehension, is a basic requirement for students in learning English because it is a “book” that is used as the medium of learning.

Likewise, most formal tests, even national exam uses written words as a stimulus for test-takers’ responses. They assess the students’ reading skill rather than their speaking, listening, or writing skill, moreover in the national exam which only consists of multiple choice questions. Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessment of general language ability (Brown, 2004).

Based on the observation and interview conducted in SMAN 2 Klaten class XI IPS 1, the researcher found that most of the students had low level of reading skill especially in comprehension. Mostly, it was caused by their low vocabulary mastery and teacher's misconception about reading activities. The learning activities were dominated with translating activity and answering questions based on the texts in the course book. The teacher used the "Look Ahead" course book and an LKS as the only teaching media. The students were taking turns to read the text aloud, than they had to find and to translate the difficult words, even they were given a task to translate every single word of some pages of the LKS and submit it as homework.

There was no encouragement for the students to improve their vocabulary mastery and their thinking process while reading, which, as a matter of fact, reading is a thinking process. While the teacher explaining in front of the class, the students were busy with their activities and only copied their friends answers when they need to answer the questions from the teacher. This kind of activity caused boredom of the students.

In addition, the teacher did not implement any teaching strategy in conducting the class. The teacher only delivered the materials from the course book on the white board, and then checked the students' comprehension by asking some questions. The use of teaching media and materials was really limited and monotonous. The students said that the teacher never used any media in teaching and the learning activities were boring. Consequently, the students lost their motivation in learning and their involvements in classroom were really low.

With regard to the condition, the researcher had decided to conduct an action research to solve the problems using think-aloud strategy. This strategy helped both the teacher and the students to get new knowledge and experience in their teaching learning process, and of course, to improve the English class, in this case the students' reading comprehension. That is why the researcher delivers this study entitled "Use of the Think-Aloud Strategy to Improve Reading Comprehension of the XI Grade Students at SMAN 2 Klaten in the Academic Year of 2013/2014.

B. Identification of the Problems

There are a number of factors influencing in teaching and learning reading process in the classroom such as students, teacher's teaching strategy, learning materials, and the learning activities. In reference to the observation that has been carried out, some problems are found related to those aspects.

Firstly, the problem is related to the students. The students' ability in comprehending texts was very low moreover, in a certain text type like expository texts which require high order thinking of the students. When doing the interview with the researcher, the teacher said that the students were low in their vocabulary mastery so that she assumed it was important to have translating activities in every lesson. The students stated that they were too lazy to use dictionary every time they found difficult words, thus sometimes they just ask the teacher or ignore them. Consequently, the students were accustomed in doing passive activities which may lower their enthusiasm in joining English class.

Secondly, the problem is related to the teacher's teaching strategy. The teacher's teaching strategies are not interesting enough for the students. She stated that she used to use jigsaw technique before in teaching reading but it has already a long time before. She admitted that she never used any technique anymore. Therefore, the teaching learning process ran monotonously. The use of teaching strategy is really important to helps students to acquire the skills they learn. It can maximize the process of learning.

The third problem is related to the learning materials. The learning materials used in the teaching learning process were limited only from the course book and LKS. In every reading class, the students were given a new text in which they needed to find the difficult words, translate them, and then answer the questions based on the text. This situation only brought boredom for the students. This condition became worse due to the limited use of media, as well. The students told that the teacher only used white board to deliver the materials even though they have LCD projector in their classroom. They never had a chance to make use of the media in their English classroom.

The fourth problem is related to the learning activities. The classroom activities were mostly reading aloud, translating, doing some tasks, and testing. There was no innovation in delivering activities for the students in order to improve their reading ability or at least their motivation in learning English. From the observation, it can be seen that the classroom activities were monotonous. There was lack of interaction between the teacher and students, and among students themselves. The students had no chance to share their ideas while reading

the texts. They had no time to think and to express what came on their mind when they were reading so that the teacher could have checked their comprehension in the process.

C. Delimitation of the Problems

With regard to the problems identified above, the researcher delimited the problems to be solved. This research focused on the use of teaching strategy by which implementing think-aloud strategy to improve the students' reading comprehension and the process of teaching and learning reading.

The limitation was determined by some reasons. Firstly, Think-aloud strategy may help the students to promote their thinking ability, including in reading comprehension. Secondly, Think-Aloud also builds a good interaction both between the teacher and the students, and/or among the students themselves as stated in Davey (1983) that through Think-aloud, teachers are able to helps students to vocalize how they think as they read including for them who are struggling with comprehension. Thirdly, Think-aloud not only covers the problem of reading but also may arouse the students' motivation in learning English and reduce their anxiety in speaking (Oster, 2001).

D. Formulation of the Problem

In reference to the background of the study, identification of the problems, and delimitation of the problems, the research question is "how to improve the

reading comprehension of the XI grade students at SMAN 2 Klaten in the academic year of 2013/2014 using the think-aloud strategy?”

E. Objective of the Research

Based on the formulation of the problem mentioned before, the objective of this research is to describe how the process of the use of the think-aloud strategy to improve the reading comprehension of the XI grade students at SMAN 2 Klaten in the academic year of 2013/2014.

F. Significance of the Research

This study confers both theoretical and practical significance. Theoretically, this research findings can contribute to enrich and support the teaching theories of how to improve the students’ reading comprehension especially using the think-aloud strategy. Practically, this study helped the teacher to overcome the low level of students’ reading comprehension in classroom. Besides, it enabled the teacher to get new experience and knowledge about implementing think-aloud strategy, meanwhile, this study helped the students to improve their reading comprehension through interesting activities. Thereby, it can arouse their involvement and motivation in learning English, especially reading. It may also become references for other researchers who want to conduct any similar research.

CHAPTER II

LITERATURE REVIEW

To support the understanding of the problem formulated in Chapter I, some theories related to teaching and learning English, reading, teaching reading, and the think aloud strategy were reviewed. This chapter also presents the conceptual framework of this study.

A. Review of Related Literature

As mentioned before, the aim of this study is to improve the students' reading comprehension by using the think aloud strategy. Thus, in this chapter some theoretical descriptions on teaching and learning English, reading comprehension and the think aloud strategy that supports this study are presented.

1. Teaching and Learning English

In determining the success of teaching and learning process, it is important for us to have good understanding about teaching and learning theories first. The following are discussion on the notion of teaching and learning.

According to the *Cambridge International Dictionary of English*, teaching means to give (someone) knowledge or to instruct or train (someone), whereas *the Longman Dictionary of Contemporary English* defines that it means to show somebody how to do something or to change somebody's idea.

Brown (2007) states teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of

something, causing to know or understand. Meanwhile, learning refers to getting knowledge of a subject or skill through study, experience, or instruction.

There are many components of the definition of learning such as it is an acquisition process of getting information or skill which involves active, conscious focus and relatively permanent but subject to forgetting. Learning is also indicated if there is a change in behavior of learners.
(Brown, 2007: 7)

In relation to teaching and learning English, Brown (2007) proposed that second language learning, in this case English as the foreign language in Indonesia is affected by various aspects such as learners' first language, a new culture, a new way of thinking, feeling and acting the new language.

a. Teaching English as a Foreign Language

The status of English as the international language or *lingua franca* has stimulated interesting discussion about the English language learning across the world, including Indonesia in which English is taught as a foreign language.

Foreign language is a term used to refer to a language that is induced by teaching rather than naturally acquired (Knapp, et al, 2003). The position of foreign language which has not used in daily life communication makes the language learners find it difficult to learn English. In addition, English is only learned in a very limited environment, as a compulsory subject in secondary schools and a local content in elementary schools (Harmer, 2001).

From the discussion above, it can be said that foreign language learners are faced with some disadvantaged situations in which they lack of English input and see no clear need for English so that they are not highly motivated to learn it.

b. Teaching English for Teenagers

One of the key issues in language teaching and learning is about differences between children, teens, and adults in learning a new language. Some say that children learn “better”, but there are, actually, some considerations to determine the success of teaching across age levels, as Brown (2001) states, such as the choices of techniques, lesson planning, and supporting materials.

It is not an easy duty to teach learners at the age of puberty or teens, in this case are senior high school students, whose age range between twelve and eighteen or so.

Teens have special characteristics in learning such as their intellectual capacity has been abstractly, lengthening of the attention span, the importance of varieties of sensory, and factors surrounding ego, self-image, and self-esteem (Brown, 2001: 92).

Teens are an age of transition, confusion, self-consciousness, growing and changing bodies and minds. Therefore, teachers should provide special treatment for them so that they can learn a new language properly, for instance, by providing interesting activities, affirming their talents and strengths, facilitating their ideas, and the like.

2. Reading

a. Definitions of Reading

As this research is mainly about improving reading skill, it is important to have a good understanding about what is reading itself, first. Brown (2004) states reading as process of negotiating meaning in which the reader brings to the text a set of schemata for understanding it, and in-take is the product of the interaction.

In line with Brown, Celce-Murcia (2001) states reading as an interactive process. It involves a text, a reader, and a social context in which the reading process occur. The transaction includes the reader's acting or interpreting the text. The interpretation implies the reader's prior experience, language background, and cultural framework, as well as the reader's purpose for reading are influenced the reader's interpretation about the text.

Urquhart in Ueta (2005) viewed that reading is receiving and interpreting meaning process which is encoded in language form via the medium of print. On the other hand, Anderson (1999) states reading as an active process of building meaning from the reading materials where the meaning does not reside on the printed page, nor is it only in the reader. To sum up, reading is a complex process that requires the active participation of the reader toward the texts and context in order to convey and interpreting the meaning.

b. Types of Reading

There are some general types of reading performance that are proposed by some experts. Some of them are already familiar such as skimming, scanning, and reading for comprehension. Below are some types of reading and its explanation.

1) Skimming

Skimming refers to the way of reading in which readers quickly run their eyes across a whole text for its gist. One of the effective series of procedures for approaching a reading text, so-called 'SQ3R technique' (Brown, 2001) starts with skimming the text for an overview of main ideas and then readers embark on more focused reading. It is also common part of many reading tasks. When introducing new lessons in the textbook, it is more desirable to start with skimming, rather than interpret the text word by word or sentence by sentence, in terms of enhancing reading skills.

2) Scanning

Scanning or searching reading is also a common reading activity when readers extract necessary pieces of information from a text without reading through the whole text. It is also useful skills especially in daily life, for example in searching through a telephone directory, reading a timetable or advertisements for getting information. The spread of the Internet may well accelerate the need for this type of reading.

3) Careful reading

Urquhart (in Ueta, 2005) points out that careful reading is associated with reading to learn. The reader attempts to handle detailed information in the text. Thus, reading rate seems to be rather slower than other types of reading because in this type of reading, readers often require re-reading and inferencing to connect information with background knowledge.

4) Browsing

Browsing is the sort of reading where readers do not have any particular goals for reading and parts of a text may be skipped fairly randomly and there is little need to integrate the information.

5) Reading for comprehension

Grabe and Stoller (2002) point out that this is the most basic purpose of reading though it is actually more complex than commonly assumed. It requires rapid and automatic processing of words, strong skills in informing a general meaning representation of main ideas, and efficient coordination of many processes. I think this is the most important type of reading needed by the students in our country, Indonesia, especially during their examination period.

Brown (2004) also identified several types of reading performance considering their various assessment procedures, as follow:

a) Perceptive

This reading performance involves attending to the components of larger aspects of discourse such as letters, words, punctuation, and other graphemic symbols.

b) Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. Typical tasks: picture-cued task, matching, multiple choice, etc. Stimuli: sentences, charts, and graphs.

c) Interactive

This type of reading requires an interactive process in which the reader must interact with the text about several paragraphs to one page or more. It mainly focuses on how to identify relevant features within texts with the objective of retaining the information that is processed.

d) Extensive

It applies to texts of more than one page and including professional articles, essays, short stories, books, etc. The purpose of this type of reading performance is to tap into a reader's global understanding of a text, as opposed to zoom in on small detail.

c. Skills of Reading

Besides understanding the definition of reading and types of reading performance, in order to determine the improvement in teaching and learning reading, we also need to know the skills, micro- and macro skills of reading, especially for reading comprehension, as well. Below are the macro- and micro skills of reading stated by Brown (2004:187-8):

- 1) Micro skills
 - a) discriminate among the distinctive graphemes and orthographic patterns of English
 - b) retain chunks of language of different lengths in short-term memory
 - c) process writing at an efficient rate of speed to suit the purpose
 - d) recognize a core of words, and interpret word order patterns and their significance
 - e) recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms
 - f) recognize that a particular meaning may be expressed in different grammatical forms
 - g) recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses
- 2) Macro skills
 - a) recognize the rhetorical forms of written discourse and their significance for interpretation
 - b) recognize the communicative functions of written texts, according to form and purpose
 - c) infer context that is not explicit by using background knowledge
 - d) from described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
 - e) distinguish between literal and implied meanings
 - f) detect culturally specific references and interpret them in a context of the appropriate cultural schemata

- g) develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

d. Reading Comprehension

After discussing about reading, it is also important to have good understanding of the notion of comprehension. Comprehension is one of the five core components of reading, which has been a hot topic for the last few years (Cassidy & Ortlieb, 2011).

Tonjes, Wolpow, and Zints (1999) defined comprehension as facts, meaning, or knowledge gained from reading. Comprehension is the end of comprehending. Comprehending itself is a complex interactive process that involves what is being read and what readers already know in the real world requiring predicting, interpreting, relating ideas into some systematic structures, deciding what strategies or skills are needed for a certain purpose, revising, and finally evaluating the significance of the message.

Having the same idea that comprehension is an interactive process in the construction meaning, Pang,. et al (2003) states that comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. The reader actively engages with the text to construct meaning including making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information.

Comprehension consists of a variety of strategies that learners must know and manipulate in order to understand readings. Struggling readers often have difficulty comprehending texts that they are reading because they lack these skills. Many learners do not have the foundational skills such as word recognition, vocabulary development, and prior experiences that are considered necessary to connect text with meaning (Pardo, 2004).

Although reading comprehension abilities are complicated, there is a set of common underlying processes that are activated when we read. Grabe and Stoller (2002) show us a list of them.

Lower level processes	Higher-level processes
<ul style="list-style-type: none"> - Lexical access - Syntactic parsing - Semantic proposition formation - Working memory activation 	<ul style="list-style-type: none"> - Text model of comprehension - Situation model reader interpretation - Background knowledge use and inferencing - Executive control process

Table 1: Reading Comprehension Processes (Grabe and Stoller, 2002)

Grabe and Stoller (2002: 20) state:

The lower-level processes represent the more automatic linguistic processes and are typically viewed as more skills orientated. The higher-level processes generally represent comprehension processes that make much more use of readers' background knowledge and inferencing skills.

Reading, especially reading for comprehension, involves various types and levels of cognitive and meta-cognitive processes in readers mind which are interlinked complicatedly. Therefore, it is needed some strategy to teach reading comprehension for the learners.

e. Models of Reading Processes

Reading is a cognitive process including some steps of receiving information from written texts. According to Alderson (2000), there are two common models of reading process. They are bottom-up approach and top-down approach. When the reader starts by knowing the letters/symbols, then recognizing the sound, interpreting the words, and after that cracking the meaning of the words, it is called as bottom-up approach. In other words, in bottom-up approach the readers should learn from the level of recognizing the letters first before they come to the level of understanding the meaning of the words.

Before coming to the discussion of top-down processing model, there is a specific term that is closely related to top-down processing model, i.e. schema theoretic model. In schema theoretic model, the readers initiate to link and draw the information from the written text with the existing background knowledge which is relevant.

The view of schema theoretic model becomes the emphasis in top-down processing model. In top-down processing model, the readers need to contribute their knowledge in the process of receiving the incoming information from the text. The readers can understand the meaning of the text

not through recognizing from the smallest part of the written symbol but through guessing or predicting or by maximizing the use of their existing knowledge.

In addition to bottom-up and top-down processing model stated by Alderson, there is one more model of reading process, i.e. interactive reading or interactive processing approach. According to Richards and Schmidt (2002), interactive processing approach is a model of reading comprehension which is done both through identifying words meaning or sentences accurately and through relating the text with the reader's experiences or background information in order to get good understanding. In line with Richards and Schmidt, Brown (2001) simply states that interactive reading is the blended model of bottom-up processing and top-down processing model which plays important role in successful teaching methodology.

Related to English reading and learning process, interactive reading is considered the most effective model because in interactive model the students use both bottom-up and top-down processing. Top-down processing is used when the students read and try to comprehend the text by relating the text with their background knowledge. While, bottom-up processing is used to check their understanding by giving much attention to each vocabulary, word, sentence, sound and structure in the text.

3. Teaching Reading

There are some reasons why getting learners to read English texts is necessary. For examples, they need to be able to read texts to support their

careers, for study purposes, or simply for pleasure. They are required to have a good reading skill as well so that they can pass their examination test. One of teacher's main functions in teaching learners to read is not only to persuade them of the advantages of reading, but also to make them see that the way they read is also important.

Harmer (1998) stated six principles of teaching reading, as below:

- a. reading is not a passive skill
- b. students need to be engaged with what they are reading
- c. students should be encouraged to respond to the content of a reading text, not just to the language.
- d. prediction is a major factor in reading
- e. match the task to the topic
- f. good teachers exploit reading texts to the full.

As stated before, teachers need specific strategies or techniques to teach the learners a certain skill, in this case is reading. Learners can be instructed in strategies to improve text comprehension and information use. The following are some practical applications in teaching reading comprehension proposed by Pang, et al (2003):

- 1) instruction can improve comprehension by focusing on concepts and the vocabulary used to express them.
- 2) comprehension can also be enhanced by building on students' background knowledge, e.g. by having a group discussion before reading.

- 3) teachers can guide students by modeling the actions they can take to improve comprehension. These actions include: asking questions about a text while reading; identifying main ideas; using prior knowledge to make predictions.
- 4) teaching a combination of different strategies is better than focusing on one.
- 5) different methods have been found to be effective in teaching text comprehension.

a. Teaching Reading in Senior High School

Based on School-based curriculum (KTSP), the aim of teaching English is to achieve students' communicative competence. The students are expected to master five competencies. They are *linguistic competence* (vocabulary, grammar, punctuation and intonation), *socio-cultural competence* (how to communicate such as politeness, formal or informal, etc.), *discourse competence* (context), *strategic competence* (how to overcome the problems in communication) and *actional competence* (listening, speaking, reading and writing). Indonesian students have to achieve those four actional competences, and one of them is the reading skill. Based on BSNP (2006), the aims of the teaching and learning process of reading in senior high schools are to understand short functional written texts in daily life to access information and knowledge.

In the area of teaching reading of the eleventh grade students Senior High School, students are expected to be able to comprehend written text to reach

the functional level including the ability of comprehending many kinds of short functional text and essay. The expected reading competence of the eleventh grade students of senior high school in the second semester is displayed in the following table.

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<i>5. Membaca Memahami makna teks fungsional pendek dan esei berbentuk narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</i>	<i>5.1.Merespon makna dalam teks fungsional pendek (misalnya banner, poster, pamphlet, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</i>
	<i>5.2.Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: narrative, spoof, dan hortatory exposition</i>

Table 2: Standard of Competence and Basic Competence of Reading for Senior High School Semester 2

From the table, it can be seen that the eleventh grade students in the second semester need to comprehend short functional texts and written essay in the form of narrative, spoof, and hortatory exposition. Therefore, students should be able to master the reading comprehension skill in order to gain the aim of the teaching and learning process of reading. Thus, it is expected that the teacher should be able to overcome the problem related to the lack of students' reading comprehension.

b. The Principles of Teaching Reading

According to Nation (2009), there are four principles of the teaching reading. They are meaning-focused input, meaning-focused output, language-focused learning and fluency development.

The first principle is meaning-focused input. It means that in a reading course, it is important to establish practice with a range of reading purposes such as reading for understanding information, reading for getting new knowledge, reading for pleasure, reading for academic goals, and reading for writing. Besides, the reading text should be appropriate with the language proficiency level of the students and the reading activity should be used to develop language proficiency.

The second principle is meaning-focused output. It means that a reading course should be established integratively with other language skills such as listening, speaking and writing. Brown (2001) states that reading will be developed best in association with writing, listening and speaking activities, for example in a reading class, there will be integration between four skills, it might include: a pre-reading discussion on the topic to activate schemata, listening to a lecture about the topic of a passage to be read, a focus on a certain reading strategy such as scanning, skimming, etc., writing summary of the passage.

The third principle is language-focused learning. It means that a reading course should be able to help the students to develop their reading skills as well as knowledge for effective reading. The teaching of reading should be

done based on the micro skills of reading and the language features needed to read including phonemic awareness, phonics, spelling, vocabulary and grammar. Besides reading skills and language features, the learners should be given the reading strategies including previewing, predicting, posing questions, connecting to background knowledge, guessing meaning from context, etc. Then, the learners should be given training and practice in integrating a range of strategies like reciprocal teaching or concept-oriented reading. The learners also should be familiar with the structure of the texts used in reports, stories, recount and so on.

The last principle is fluency development. There are three main points in this principle. First, the teaching process of reading should help and push the learners to develop fluency in reading. There should also be speed reading practice in words recognition and in teaching for understanding the teacher should give the material that is very familiar and contains no unknown language features. Second, the learners should enjoy reading and feel motivated to read. They should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading. Third, the learners should read a lot.

Therefore, to achieve the effectiveness of teaching reading, the teachers should consider the principles of teaching reading above. They have to consider the purpose of reading, the complexity of the texts, and the development of reading skills and strategies.

Besides achieving effective reading, efficient reading is also important to be established. There are some characteristics of efficient reading. Urquhart, as cited in Ueta (2005), states ten characteristics of efficient reading. They are: the language of the text is appropriate with the learner level, the topic in the text is familiar and not too far from the students' knowledge, the reader reads with sufficient vocabulary so that he/she does not waste too much time to recognize word by word, the reader focuses more to the important point in the text, the reader tries to comprehend the incomprehensible vocabulary by looking at other surrounding words and uses the dictionary if that strategy does not run well, the reader shows an active thinking process by guessing or predicting, the reader attempts to use the background information that he/she has, the reader has motivation to read because of the content of the reading material or challenging task, the reader reads because he/she knows the purpose of reading itself, and the last is the reader does not always use the same strategies for reading with different kinds of text.

Related to the efficient reading as stated above, it can be said that when teaching reading teacher should pay attention to the materials that she/he creates, the task/activities for engaging the students in reading, the attitudes towards reading like the students' purpose in reading and the students' motivation, and the students' level of proficiency. By understanding effective and efficient reading, the teacher and the students can work cooperatively to achieve successful teaching and learning process of reading.

c. Reading Comprehension Assessments

A wide range of assessment instruments and procedure is available. When selecting a test or assessment procedure to use, it is important to select the assessment that most closely matches the students' needs or purpose of the learning process (Klingner, et al, 2007). Uses of available reading comprehension assessments typically range from determining a student's reading comprehension competence relative to a normative group, to determining students' general strengths and weaknesses, and others in determining the effects of an intervention on reading comprehension. Teacher should consider numerous factors when choosing a test or assessment procedure (Klingner, et al, 2007: 17-18):

- 1) the purpose of testing (screening, progress monitoring, assessing level of reading, research, or assessing students' competence in comparison to peers)
- 2) the specific information needed about the student's reading comprehension (types of questions missed, level)
- 3) the number of students being tested (i.e., an individual, a small group, or a whole class)
- 4) the length of the test (e.g., shorter tests can be easier to give and less stressful for the student, but may not have enough questions or types of tasks to provide sufficient information about a student's performance)
- 5) whether the test is an individually or group-administered test
- 6) the number of forms available with the test, particularly if multiple administrations are needed (e.g., many norm-referenced tests come with two forms, making them useful for assessing progress over time—students are given one version of the test as a pretest and another as a posttest)
- 7) for norm-referenced tests, the extent to which the norming sample is similar to the students to whom the test will be administered
- 8) the examiner's qualifications (e.g., whether the tester has the skills to give highly specific tests)
- 9) the amount of training needed to administer a test, score it, and interpret results (e.g., norm-referenced tests typically require some training)

Reading comprehension assessments should help teachers monitor the comprehension of their students over time and provide information that is useful in designing reading comprehension intervention program. The following are different types of reading comprehension assessments proposed by Klingner., et al (2007).

a) Norm-referenced test

Published test administered under standardized conditions (e.g., with computerized answer sheets, timed); students' scores are compared with those of a normative sample.

b) Criterion-referenced test

Students' test scores are compared with predetermined criterion levels that indicate mastery of a skill or content; informal reading inventories are a type of criterion-referenced test.

c) Curriculum-based assessment

Tests are based on the actual curriculum used in the classroom, and students are assessed regularly and their progress monitored.

d) Curriculum-based measurement

Students are assessed frequently with standard, brief tests; scores are monitored over time to assess progress.

e) Interview and questionnaires

Students respond orally or in writing to a list of questions designed to assess their understanding of the reading process and their knowledge of reading strategies.

f) Observation

Examiners observe students' reading behaviors, using checklists, anecdotal records, or ethnographic note taking.

g) Retelling

Students are prompted to retell or reconstruct what they remember about what they have just finished reading.

h) Think-Alouds

Students are prompted to voice their thoughts before, during, and after reading.

4. Think-Aloud Strategy

a. Definitions of Think-Aloud Strategy

Reading is a thinking process. That is why the idea of reading cannot be separated with the idea of thinking process. Readers need to think while they are reading and the think aloud strategy provides the readers chances to build and verbalize their thinking while reading.

Think-aloud is described as a “stream-of-consciousness disclosure of thought processes” (Cohen, 1996: 7).

The think-aloud is a strategy that allows a teacher to verbalize thoughts while reading orally, modeling for students how the process of comprehension works (Harris & Hodges as cited in Block & Israel, 2004). The goal of the think-aloud strategy is that eventually students will develop a similar thinking process when they are reading independently, thereby improving their comprehension.

The think-aloud strategy asks students to say out loud what they are thinking about when reading, solving math problems, or simply responding to questions posed by teachers or other students. Effective teachers think out loud on a regular basis to model this process for students. In this way, they demonstrate practical ways of approaching difficult problems while bringing to the surface the complex thinking processes that underlie reading comprehension, mathematical problem solving, and other cognitively demanding tasks.

Oster (2001) defines think aloud strategy as a reading method where students can verbalize their thought as they read, and thus bring into the open strategies they are using to understand the text. Within the think-aloud method we can mention some reading comprehension strategies like predicting and visualizing. Focus on important information, to make predictions, to ask questions, to evoke background knowledge with the text and to express their personal reactions. Likewise we are talking about modeling reading strategies to help students to be aware of strategies they use in their native language (L1) to facilitate transfer into the target language (L2).

The intent behind the think-aloud lessons was to help students develop the ability to monitor their reading comprehension and employ strategies to guide or facilitate understanding (Baumann, 1993). Think-aloud requires a reader to stop periodically, reflect on how a text is being processed and understood, and relate orally what reading strategies are being employed. A

think-aloud is a technique in which teachers orally explain for students how they figure out and execute a certain task as they are performing it. It might involve asking oneself questions or ruminating on what to do, often in a conversational and informal style. After this demonstration, students are given opportunities to try practicing think-aloud in small groups or pairs.

b. The Strengths of Think Aloud Strategy

When teachers model think-aloud for English language learners (ELLs) on a regular basis, ELLs will have a well-rehearsed strategy to use when they are trying to comprehend text on their own. According to Lems., et al (2010), thinking alouds are useful in three important ways:

- 1) They build metacognitive awareness.
- 2) They give the teacher a window into the thinking processes of the learner.
- 3) They give ELLs opportunities to practice using academic language orally.

With the think-aloud procedure the student is asked to voice his or her thoughts while reading. Asking students to “think aloud” can provide useful insights into their metacognitive and cognitive processing strategies, as well as their word learning strategies and working memory. It also provides information about the text features students find interesting or important. These are all processes that have been difficult to evaluate with other assessment procedures. (Irwin, 1991; Kucan & Beck,1997; Ward & Traweek,

1993; Harmon, 2000; Whitney & Budd, 1996; Wade, Buxton, & Kelly, 1999 as cited in Klingner.,*et al*, 2007)

Meanwhile, Baumann (1992) states that think alouds are one technique through which readers can be taught to monitor and repair their comprehension during reading. Think alouds are an effective procedure to promote awareness of what students are doing while they are reading. When readers are aware of their reading and thinking as they are reading, their comprehension skill improves. The think aloud process gets “readers to pay attention to what they are reading by connecting what they are reading to their own background and experiences”.

Think-aloud, or verbal reports (Anderson, 1999) are always a great way to help students become metacognitive learners. This metacognitive awareness (being able to think about one's own thinking) is a crucial component of learning, because it enables learners to assess their level of comprehension and adjust their strategies for greater success (Oster, 2001). According to Oster, an additional advantage to the think-aloud procedure is that students become more aware of the mental processes they use while reading and can thereby improve their reading comprehension.

Additionally, Davey (1983) proposed three advantages of using think aloud in reading class, as follows:

- 1) It helps students learn to monitor their thinking as they read and improves their comprehension.

- 2) It teaches students to re-read a sentence, read ahead to clarify, and/or look for context clues to make sense of what they read.
- 3) It slows down the reading process and allows students to monitor their understanding of a text.

c. Think-Aloud Procedures

Originally, think alouds must be administered individually (Klingner, et al, 2007). As with other approaches to comprehension assessment, begin by selecting a passage that is at a student's instructional level. The passage should be readable but not too easy for the students, because some cognitive and meatcognitive processes are only activated when a text includes challenging components. Then ask the student questions that help him or her think aloud before, during, and after reading, such as the following (Gunning, 2002):

- 1) Before reading: what do you think of this passage might be about?
Why do you think this?
- 2) During reading (after reading each marked-off segment or chunk of text): what were you thinking while you read this section? Were there any parts that were hard to understand? Were there any words that were hard to understand? What did you do when you came across hard words?
- 3) After reading: tell me what the passage was about.

While the student thinks aloud, the teacher records his or her responses word for word as closely as possible. She should keep in mind that thinking

aloud is initially difficult for many students. Therefore, it is important for teachers model this process first and allow students time to practice. After the student has finished the think aloud process, the teacher analyzes his or her responses and not which types of responses he or she used.

According to Davey (1983), there are thirteen aspects in modeling the think-aloud strategy that the teacher may carry on in classroom:

- 1) activating prior knowledge
- 2) predicting
- 3) visualizing
- 4) making connections
- 5) determining importance
- 6) summarizing
- 7) self-monitoring
- 8) fix up strategies
- 9) share inferences
- 10) model the connections we make when we read
- 11) share the questions we have when reading
- 12) verbalize confusing points
- 13) demonstrate fix-up strategies

By modeling the think aloud strategy, hopefully later on, the students will have similar thinking process while reading a text, so that they become aware of the use of reading strategy and become good readers with this reading process.

Based on the discussion above, the researcher simplifies the procedure of think aloud strategy by adapting the theory of collaborative strategic reading by Klingner, et al (2007) because both strategies have similar plot in the process of reading. There are five stages in conducting think aloud strategy in a reading classroom, as follows:

1) Modeling of the Text

The first thing to do by the teacher is to model the think aloud. He or she chooses the first sentence or paragraph of the text then practice thinking aloud by previewing to find any unfamiliar vocabulary or parts in the story that can confuse students. He or she then gives background knowledge on the topic at hand. While reading, the teacher needs to pause and make comments about what he/she is thinking in order to clarify for students how comprehension is taking place. The teacher verbalizes predictions, confusing parts, or connections with prior knowledge to help show comprehension of the text. (Vacca & Vacca, 2010)

2) Pre reading

In this phase, students are expected to preview the text they are going to read. In previewing, the students are activating their prior knowledge or brainstorming, predicting and visualizing clues in the text. The purposes of previewing are to a) help students identify what the text is about, b) tap into their prior knowledge about the topic, and c) generate interest in the topic.

The teacher helps the students with previewing by reminding them to use all the visual clues in the text, such as pictures, charts, or graphs, and to look at the headings and subheadings used throughout the passage. He or she might help them connect the topic to their own experiences. This process is done orally by letting the students to express what comes on their mind freely. In this stage, the students practice the think aloud by the teacher's guidance.

3) Fix-up Strategy (click and clunk)

Students use the process of click and clunk to monitor their comprehension of the text. When students understand the information, it “click”. When it does not make sense, it “clunks”. In this case, the students state their confusion verbally. They share the questions they have in their mind and then work together to identify clunks by using fix-up strategy. Fix-up strategy is a different strategy for figuring out a clunk word, concept, or idea is printed on paper:

- a) reread the sentence without the word and think about what would make sense.
- b) reread the sentence with the clunk and the sentences before or after the clunk, looking for clues.
- c) look for a prefix or suffix in the word.
- d) break the word apart and look for smaller words you know.

4) Whilst reading

In this phase, students have to get the gist of the text by themselves. They get the gist by practicing think aloud independently. Getting the gist means that students are able to state the main idea of a paragraph or cluster of paragraph in their own words. In this way students learn how to synthesize information, taking a larger chunk of text and distilling it into a key concept or idea.

5) After reading

Students learn to “wrap-up” by formulating questions and answers about what they have learned and read by reviewing key ideas. The goals are to improve students’ knowledge, understanding, and memory of what they have read. Teachers may give questions about important information in the passage with: *who, what, when, where, why* and *how* or related to the whole idea of the text. The students have to share their opinion verbally.

d. Limitations of Think Aloud Strategy

Baker (2002) proposed several possible limitations to the think aloud strategy, as follows.

- 1) It may disrupt the process of reading itself.
- 2) It can be difficult for students to carry out, they may not be aware of the cognitive processes they are using, and may have trouble articulating what they are thinking.

- 3) Personal characteristics such as age, motivation, anxiety level, and verbal ability can affect responses.
- 4) Students might be cued to provide certain responses by the instructions probes, or questions asked.
- 5) Finding a passage of just the right level of difficulty can be challenging; students may only reveal the use of cognitive and meatcognitive strategies when the text is sufficiently difficult, yet passages that are too difficult will be too hard for students to read.
- 6) Think aloud procedure can be time consuming and difficult to score.

To some extent these limitations can be overcome. For instance, practice with thinking aloud helps students to become more aware of, and able to articulate, the mental processes they are using. Despite its weaknesses, the think aloud strategy is available assessment techniques.

B. Conceptual Framework

Teaching strategy is one of the most important elements affecting the English teaching and learning process including in teaching reading. Implementing appropriate technique will contribute in determining the success of teaching and learning process. In reading, the think-aloud technique is indicated improving students performance in reading comprehension. Think-aloud strategy is a way of reading where students may express their thoughts, their feeling, comments, and connecting the ideas of what they read with their prior knowledge, so that the students will find it easy to understand the text.

In this case, think-aloud strategy can arouse students involvement in classroom and higher their motivation in reading since they have chances to share and discuss their ideas with the teacher and/or their peers to have some feedback about their comprehension.

Besides, think-aloud may promote the students' critical thinking by having predicting, visualizing, inference, and making connection while think-aloud occurs. Reading is thinking. Therefore, it is important to stimulate their thinking while reading process is occurring, so at the same time their comprehension skill can be improved.

As students reading comprehension ability is very important in the English teaching and learning process, collaborative work in order to improve it is then necessary among related research team members such as the English teacher, the students, the collaborator, and the researcher herself. By using action research the students reading comprehension can be improved. This needs to be justified throughout this study.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method of this study consisting of the information about the type of research, setting of research, subjects of research, research procedure, instruments of the data collection, data collection technique and analysis, data validity and reliability. Each of the aspects is explained as follows.

A. Type of Research

With regard to the objectives of the research i.e. to improve the students' reading comprehension ability of eleventh grade students at SMAN 2 Klaten, this research was conducted by following the action research design which is collaborative in nature. Burns (2010) states action research is about the ideas of 'reflective practice' and 'the teacher as researcher' in which the researcher here should be taking a self-reflective, critical, and systematic approach to exploring the teaching context.

The researcher, in this case as the teacher, identified a 'problematic' issue that the participants dealt with into more deeply and systematically. Then, the main point of the research is to bring about changes and, even better, improvements in the teaching learning practice that can be achieved through some phases in a cycle of research. According to Kemmis and McTaggart in Burns (2010), there are four broad steps in implementing action research which involves planning, action, observation, and reflection. Each cycle of this study consisted of those four steps.

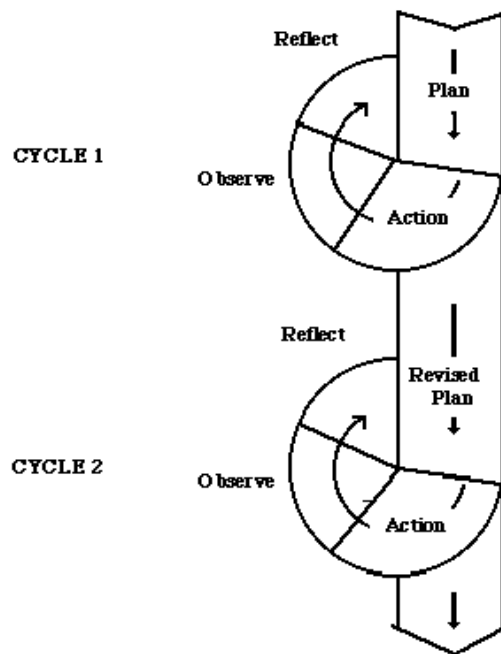


Figure 1: Action Research Cycles (Burns, 2010: 9)

As stated before, this research is collaborative in nature. The researcher collaborated with the English teacher in taking decisions of the subjects of the research, looking into the problems happening in the field, and implementing the research design. She also worked with two different collaborators who are her colleagues to help her in the data collection process. Besides collaborative, this action research focused on improving the teaching and learning process of reading which is described qualitatively and supported by quantitative data in the form of reading test scores.

B. The Setting of the Research

This research was conducted in SMAN 2 Klaten. The school is located at Jl. Angsana, Trunuh, Klaten Selatan, Klaten. This school was selected for the

research setting because of the researcher's interest in solving the problems related to the teaching and learning process of reading spotted in the school. In addition, she also has experience dealing with this school after conducting KKN-PPL in this school in 2012. Thus, she already has big pictures of the school condition and the teaching and learning situation, also the problems occurred in the classroom. The research was conducted in class XI Imersi at SMAN 2 Klaten in the academic year of 2013/2014. It was carried out on January 30th, 2014 to March 1st, 2014, in the second semester. It was conducted in 5 meetings. The English classes were carried out twice a week, 90 minutes for each meeting, every Thursday and Saturday.

C. Subjects of the Research

This research involved 29 students in XI Imersi class of SMAN 2 Klaten in the academic year of 2013/2014. The eleventh grade students were chosen as the subjects based on several reasons. First, it was risk able to conduct the research in the tenth grade because the students were still in the process of adaptation towards the school and the learning environment at their new school. Second, it was also not a wise idea for the researcher to take research in twelfth grade because students were in the preparation for the national examination in which the school has already designed a certain schedule and target of learning for them in advance. Therefore, the eleventh grade students were taken as the best choice to be the research subject. Together with the English teacher and two university students as the collaborators, the researcher worked cooperatively as a team.

Specifically, the researcher only took students of XI Imersi as the research subjects considering the English teacher's recommendation when the researcher was doing an observation and interview with her. According to her, the selected class was the most suitable subject because it has some potential problems that need to be solved and based on the reading session they had, the students had low reading comprehension ability.

D. Research Procedure

As stated in the research type, this research adopted the action research design as proposed by Kemmis and McTaggart (1998) which consists of reconnaissance, planning, action, observation, and reflection. This research was conducted in two cycles. The first cycle was carried out in three meetings. Then, in order to achieve a satisfactory outcome, the second cycle was conducted with two more meetings.

1. Reconnaissance

The first step in conducting this research is determining the thematic concern. The researcher observed the teaching learning process in class XI IPS 1 and interviewed the English teacher and four students. Then, she discussed with the English teacher about the existing problems. Based on the observation, interviews, and the discussion, the researcher and the English teacher classified the existing problems. The collected data are presented in the form of field note and interview transcripts.

2. Planning

To improve the students' reading comprehension, in this step, the researcher worked together with the English teacher to develop a set of actions which used the think aloud strategy to improve the reading comprehension. She also investigated the realities and constraints of the teaching situation, then prepared the resources and materials. The action plans for Cycle I are as follows.

- a. Implementing the think-aloud strategy in the reading class
- b. Using various materials from different sources
- c. Applying fix-up strategy in dealing with vocabulary or difficult words
- d. Using PowerPoint Presentation as the media to gain the students' attention during explanation
- e. Conducting group-work or pair-work
- f. Providing learning logs and think-aloud monitoring sheets.

3. Action

The researcher implemented the action plans into two cycles. The first cycle was conducted in three meetings and the second cycle was in two meetings. The think aloud strategy was conducted into five stages: modeling of the text, pre-reading, fix-up strategy (click and clunk), whilst reading, and after reading. The descriptions of each stage are as follows.

a. Modeling of the text

In this step, the teacher built the students background knowledge of the topic. Then, she chose a certain part of the text (sentences or a paragraph) to be demonstrated using think-aloud strategy. She verbalized predictions, confusing parts, connections with prior knowledge by pausing and making comment about she was thinking. She also identified any unfamiliar words or parts of the text that were confusing and found out the meaning by applying fix-up strategy.

b. Pre-reading

In pre-reading, the students were brainstorming about the topic of the text verbally. They verbalized their predictions related to the content of the text. They visualized any clues in the text by the teacher's guidance.

c. Fix-up strategy (click and clunk)

In implementing the fix-up strategy, first, the students wrote down the difficult words they found in the text. After that, they stated their confusion verbally. They shared the questions they have in their mind and then worked together to identify the words by using fix-up strategy. There were several ways in conducting fix-up strategy. They reread the sentence with and without the word and think about what would make sense. They looked for a prefix or suffix in the word. They broke the word apart and look for smaller words.

d. Whilst reading

In this step, the students identified the main ideas of each paragraph by thinking aloud independently and recognized the details of information from the text. Meanwhile, the teacher monitored the students' comprehension and gave feedback when necessary.

e. After reading

After reading the text by thinking-aloud, the students had to summarize what the text is about. They recalled what they have learned and reviewed important information of the text verbally. In this step, the teacher monitored the students' comprehension and gave feedback.

4. Observation

When the actions were carried out, the researcher and the collaborator observed the entire class condition and documented the context, actions and opinions of those involved. They recorded the process of the teaching and learning, and conducted some interviews with some students of grade XI Imersi every time the classes have been done. The data collected in this process were presented in the forms of field notes and interview transcripts. After that, they discussed the implementation of the actions, collected all the data, and analyzed the results. The results of the discussion were important data to serve as the evaluation for the action plans in the next actions.

5. Reflection

At this point the researcher reflected on, evaluated, and described the effects of the action at the end of the cycle in order to make sense of what happened and to make decision whether the first cycle was successful and the objectives were achieved or not. The reflection was obtained from the observation throughout the process and interviews with the students, the English teacher, and the collaborator. It turned out that the objective of the research was not gained in the first cycle, yet. Thus, the researcher decided to conduct the second cycle by implementing new action plans as follows.

- a. Implementing think-aloud strategy in pair works.
- b. Giving credit points to improve the students participation in classroom
- c. Conducting group competition to increase the students' motivation in learning.

E. Data and Instruments of the Research

The data of this research were qualitative and quantitative. The qualitative data were used as the main data, while the quantitative data were only to support the qualitative one. The qualitative data were in the forms of field notes and interview transcripts. Meanwhile, the quantitative data were in the forms of reading scores (obtained from the pre-test, progress test, and post-test). The instruments of this research were in the forms of observation checklists, interview guideline, and reading tests (pre-test, progress test, and post-test).

Besides the three main instruments above, the researcher also used other supplementary tools to collect the data such as a camera and a recorder. The camera was used to capture the classroom conditions during the implementation of the actions, while the recorder was used to record the students' responses on the actions in the end of each meeting.

F. Data Collection Techniques

The data of the research were collected through three techniques. They were observation, interviews, and testing. The techniques are explained as follows.

1. Observation

The observations were conducted during all sessions of teaching learning practices covering the whole think-aloud implementing process and the students' responses to it. The observations focused on documenting how the researcher conducted the think-aloud strategy, the students' responses to the strategies, and on the comments of the English teacher and the students during the think-aloud activity. The observations were documented in the forms of field notes and observation checklists. The field notes consist the students' verbalization of their thoughts as well as their behaviors. Meanwhile, the observation checklists were completed by the collaborators of the research.

2. Interview

The researcher interviewed some students of the class at the end of each meeting to gather information about the students' responses in

relation to the think-aloud strategy, and also to see the impact of this reading strategy according to the participants' views. The interviews were conducted in Bahasa Indonesia because they felt more comfortable as well as more autonomous when answering the questions. The interviews were recorded and transcribed for analysis.

3. Testing

In this study, the researcher used reading tests to know the improvement of using think aloud strategy in teaching reading. The scores of the tests were used to compare the students' reading comprehension before and after being taught by using think aloud strategy.

There were pre-test, progress test, and post-test. The pre-test was conducted on January 30th, 2014. Meanwhile, the post-test was held after Cycle 2 which was on March 1st, 2014. The tests were in the form of multiple choices consisting of 30 items for each test. Meanwhile, the progress test was carried out in order to know the students' reading comprehension progression after the first cycle. It was also in the form of multiple choices with 10 items.

The test materials were adapted from some textbooks and from the internet. In developing the questions, the researcher considered the macro and micro-skills of reading as stated in Brown (2004). To get the validity of the instrument, she used content validity. In this case, she developed the test based on the basic competencies and the indicators which were taken from the curriculum. In order to get the reliability of the pre-test and

post-test items, the researcher tried the tests out to the students from another class. After getting the students' scores, she used the help of the ITEMAN program where the Cronbach Alpha's was used to find out the reliability of the tests.

G. Data Analysis Technique

In this research, the main data was qualitative data, while the quantitative data was used as the supportive data to complement the main data. The process of analyzing qualitative data was started from collecting the data using the instruments prepared; comparing the data, building interpretation, reporting the outcomes and the last, was presenting the data in the form of descriptive qualitative data.

Besides qualitative data analysis, the researcher also analyzed the quantitative data which were in the form of reading scores. She analyzed the data from the scores of the students' reading tests (pre-test, progress test, and post-test) using SPSS 16.0 program to find the significance of the scores. After analyzing the data using SPSS 16.0 program, the students' reading scores were presented in the form of means. The means of each reading test scores were compared to see the significance.

H. Data Validity and Reliability

To assess the validity of the data, the researcher used four of five criteria proposed by Alderson as cited in Burns (1999). The ways to fulfill those validities are explained as follows.

1. Democratic validity

In regard to democratic validity, the researcher asked the members of the research, namely the English teacher, the collaborators and the students, to give their perspective during the research. It was related to stakeholders' chance to give their personal opinions, ideas, thoughts feelings, concerns, expectations and comments during the action research.

The democratic validity was fulfilled by having a discussion with the members of the research. The first discussion was held in November 7th, 2013 with the English teacher, and some students of class XI IPS 1 SMAN 2 Klaten. In the end of each cycle, there was a discussion to decide the next actions. In the end of the research, the researcher held a discussion to evaluate the actions that have been conducted. The last discussion was held on February 27th, 2014 between the researcher, the English teacher, and the collaborator.

2. Outcome validity

This validity is defined as a criterion of validity which is related to the nation of actions leading to outcomes that are "successful" within the research context. In this research, the researcher got the outcome validity after the research was done. To validate the data she took a look at the result

of the actions by analyzing the qualitative data and the quantitative data which were in the forms of the changes of the teaching and learning process of reading, students' changes of behaviors, and the students' reading scores improvement.

3. Process validity

Process validity is related to the observation of the process of the research in the implementing the action. To get the process validity, the researcher collected the data through the discussions, dialogues, observations and interviews. She noted everything that happened in the teaching and learning process during the actions. The researcher and the collaborators were able to determine whether the process in implementing the action was successful or not. In this validity, she focused on getting the data which were being caught by the senses. In another way, it means that everything that happens in the teaching and learning process were noted.

4. Dialogic validity

Dialogic validity means that the stakeholders participate in the process of the research. It was fulfilled by discussing the research process and finding with the collaborators. The collaborators are the researcher's colleagues in the university. They gave their opinion and criticisms about the actions every time the meeting was ended. The researcher also had dialogues with the English teacher to ask her opinion and suggestions for the next meetings improvement.

Meanwhile, the trustworthiness was obtained from the triangulation technique. According to Burns (1999), the aim of triangulation is to gather multiple perspectives on the situation being studied. The researcher employed two forms of triangulation which are described as follows.

1. Time triangulation

Time triangulation means that the data are collected over period of time. It was done to get a sense of what factors are involved in change processes. In this research, the researcher conducted the actions from January 30th 2014 to March 1st 2014.

2. Investigator triangulation

Investigator triangulation means that more than one observer were involved in the same research setting. To fulfill the investigator triangulation, the researcher invited the English teacher and two collaborators to the class. It was done to avoid bias or subjective observations.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the findings and discussions which refer to the efforts in improving the students' reading comprehension through the think-aloud strategy. They are presented into four headings: reconnaissance, the implementation of the action, the students' reading scores, and the general findings and discussions. They are explained as follows.

A. Reconnaissance

In this step, the researcher conducted some activities. First, an observation was done to know the real condition related to the English teaching learning process of reading in XI IPS1 grade of SMAN 2 Klaten. Second, interviews were also conducted to get some information about the teaching and learning process of reading from different points of views, i.e. from the English teacher and the students. Third, the pre-test was carried out to get the data of the students' reading competence before the actions were implemented.

1. Identification of the Field Problems

The finding of the problems was based on the observation and the result of the interviews. The researcher did the observation on November 7th, 2013 in XI IPS 1 grade. The observation, which was to identify the problems, can be seen in the following vignette.

November, 7th 2013

R : Researcher

ET : English teacher

Ss : Students

The bell rang at 06.45 o'clock. ET and R came to the class at about 06.55. When ET came, some Ss were still sweeping the floor and some were still sitting in front of the classroom door. "Good morning," ET greeted the class. Ss immediately took their seats and only some Ss answered the greetings. ET leaded the class to sing the national anthem, first. R sat at the back of the class.

After finishing the song, it was already 07.10 o'clock. ET then asked the Ss to open the course book, page 116. It was a story about Cinderella. ET asked one of Ss to read the first paragraph aloud while the others were listening. After the reading, ET asked the class, "Do you find any difficult words, class?" A student at the front row said, "Feast' *tu apa*, ma'am?" ET then answered, "Feast' *itu perayaan*, any other?" A Student then asked a word and ET asked him to find it out in the dictionary but he did not bring it. ET then nagged at the student for a moment about not bringing a dictionary in the English class. The class continued by ET asking the other Ss to finish and read the story aloud and identified the difficult words.

ET called a student named Rizki to identify the main idea of the paragraph, but he just kept silent. Then ET asked another student. Then they discussed about the main ideas of the story. There were only a few Ss actively joined the discussion. Some Ss still tended to identify the main ideas by only reading the first or the last sentence. Next, ET asked the Ss to finish the following task related to the text. After 10 minutes, ET asked Ss to voluntarily answer the questions but no one wanted to. She then called Ss one by one by their names to answer each question.

The next part of the course book was material about modal auxiliary. ET explained the material on the white board. Only those who were at the front rows were paying attention and taking notes. Some Ss at the back were busy with their activities such as chatting, playing with cell phones, and just laying their heads on the tables. Two boys at the back corner were even playing with soccer ball under the table.

After explaining the material, Ss were given 15 minutes to do the exercise on the course book. ET and Ss then discussed the answers together. The class ended at 08.15 o'clock. ET then asked the Ss to open their LKS page 4. She asked the Ss to read the story on the LKS at home and answer the questions based on the text. The Ss also had to translate the difficult words they found. Then, she closed the class.

After conducting the observation, she interviewed four students of XI

IPS1. There was a discussion with the English teacher regarding the

teaching and learning process, as well. Based on the observation, interviews, and the discussion, there were several problems found during the teaching and learning process. The field problems that occurred in the teaching and learning process can be seen in the following table.

Table 3: The Field Problems in the English Teaching and Learning Process of Grade XI in SMAN 2 Klaten

No.	Field Problems	Code	Source
1.	The class activity of reading was mostly questions and answers.	LA	observation
2.	The source of reading texts was limited from the course book and LKS.	M	observation, interview
3.	The students found difficulties in identifying the main ideas and details of information of the text.	S	observation, interview
4.	The students' vocabulary mastery was low.	S	observation, interview
5.	Some students did not bring the dictionary in the English class.	S	observation, interview
6.	The students were reluctant to express their ideas or opinion in the class.	S	observation
7.	The students were not interested in listening the teacher's explanation	S	observation
8.	The teacher did not build the students' background knowledge about the materials.	TS	observation, interview
9.	There was lack of control from the teacher when the students were doing the tasks.	TS	observation
10.	The teacher did not monitor the students' understanding about the text.	TS	observation
11.	The students were low at grammar.	S	interview
12.	The students often lost their concentration when reading a text especially the long ones.	S	interview
13.	The teacher did not give any feedback for the students' works.	TS	observation
14.	The teacher did not use interactive media (PowerPoint Presentation, LCD, or pictures) to support the teaching and learning process	M	observation, interview
15.	The teacher focused on translating in the reading process.	LA	observation, interview
16.	The teacher did not use any kind of strategy to help the students in the learning process.	TS	interview

(continued)

(continued)

No.	Field Problems	Code	Source
17.	The students' engagement in classroom activities was low.	LA	observation

Note: LA = Learning Activities
M = Materials and media
S = Students
TS = Teaching Strategy

From the table above, it can be seen that the problems occurring in the English teaching and learning process are related to the learning activities, the use of materials and media, the students, and the teaching strategy.

2. Determining the Research Problems

After identifying the field problems, the researcher conducted dialogic validity to decide the research problems. She had a discussion with the English teacher and the collaborator to select the problems based on the feasibility to be solved. Based on the discussion, the problems were formulated as the table below.

Table 4: The Feasible Problems to be Solved in the Teaching and Learning Process of Reading of Grade XI in SMAN 2 Klaten

No.	Problems	Code
1.	The class activity of reading was mostly questions and answers.	LA
2.	The source of reading texts was limited from course book and LKS.	M
3.	The students found difficulties in identifying the main ideas and detail information of the text.	S
4.	The students' vocabulary mastery was low.	S
5.	The students were reluctant to express their ideas or opinion in the class.	S
6.	The students were not interested in listening the teacher's explanation	S
7.	The teacher did not build the students background knowledge about the materials.	TS

(continued)

(continued)

No.	Problems	Code
8.	The teacher did not monitor the students' understanding about the text.	TS
9.	The teacher did not use any kind of strategy to help the students in the learning process.	TS
10.	The students' engagement in classroom activities was low.	LA

Note: LA = Learning Activities
M = Materials and media
S = Students
TS = Teaching Strategy

All the problems above were related to each other, the process of teaching learning of reading in SMAN 2 Klaten, in general, and XI grade, in specific. They caused the most significant problem that the researcher tried to solve. It was that the students found difficulties in comprehending the English texts.

3. Determining the Actions to Solve the Field Problems

After identifying the feasible problems in the teaching and learning process of reading, the researcher discussed with her colleagues to look for the actions that could overcome the problems. She then told the English teacher about the suitable actions as the efforts to solve the problems occur in grade XI SMAN 2 Klaten. The English teacher gave some considerations and suggestions related to the actions which could be implemented in the reading class.

Considering the limitation of time and resources, the researcher decided to apply the think-aloud strategy in order to improve the students' reading comprehension and the teaching learning process of reading. As stated before, reading is a thinking process. In this case, the think-aloud strategy

allows a teacher to model for the students how the process of comprehension worked by verbalizing thoughts while reading a text (Harris & Hodges as cited in Block & Israel, 2004). The aim of this strategy is that hopefully the students developed a similar thinking process when they are reading independently, thereby their reading comprehension improves.

As mentioned in before, there are many experts who proposed the advantages of the think-aloud strategy. Therefore, the researcher concluded those advantages into five main strengths of the think-aloud strategy, as follows.

- a. It builds the students' metacognitive awareness.
- b. It slows down the reading process and allows students to monitor their understanding of a text.
- c. It gives the teacher useful insight into the students' thinking process as well as their word learning strategies and working memory.
- d. It provides the teacher chances to monitor and repair the students' comprehension during reading.
- e. It helps students to pay attention to what they are reading and teaches them to look for context clues to make sense of what they read. (Lems.,et al 2010; Klingner., et al, 2007; Baumann, 1992; Davey, 1983)

There is no perfect strategy to be implemented in a teaching and learning process, of course. Though the think-aloud strategy has its

strengths, it also has some limitations as stated in chapter two. Therefore, in the process of implementing this strategy the researcher tried hard to minimize those weaknesses by considering some technical aspects in teaching such as learners' characteristics, the classroom condition, texts level of difficulties, teacher's competence, classroom management, and having the students sufficient time to adapt with the strategy.

In implementing the think-aloud strategy, the researcher used some steps to carry out the teaching and learning process of reading. The steps are adapted from various sources in order to suit the students' needs, as explained in chapter two. Those steps are as follows.

- a) Modeling of the text
- b) Pre-reading
- c) Fix-up strategy (click and clunk)
- d) Whilst reading
- e) After reading

The detail procedure of the think-aloud strategy was adapted from the theory of collaborative strategic reading by Klingner., et al (2007) and theory from Davey (1983) about the modeling of the think-aloud strategy in classroom. The procedures of those strategies are similar, thus the researcher simplified the details so that they can be carried out efficiently.

Based on the discussion with the English teacher and the researcher's colleagues, there were some specific actions planned to overcome the feasible problems in the field. They are as follows.

- g. Implementing the think-aloud strategy in the reading class
- h. Using various materials from different sources
- i. Applying fix-up strategy in dealing with vocabulary or difficult words
- j. Using PowerPoint Presentation as the media to gain the students' attention during explanation
- k. Conducting group-work or pair-work
- l. Providing learning logs and think-aloud monitoring sheets.

4. The Relationship between the Field Problems and the Actions

After deciding the actions related to the implementation of think-aloud strategy in the classroom to overcome the feasible problems in the field, the researcher formulated the relationship between those actions and the field problems. The following table shows which field problems were related to the action had been designed.

Table 5: The Relationship between the Field Problems and the Actions

No.	Problems	Actions
1.	The class activity of reading was mostly questions and answers.	Implementing the think-aloud strategy in the reading class
2.	The students found difficulties in identifying the main ideas and detail information of the text.	
3.	The students were reluctant to express their ideas or opinion in the class.	
4.	The teacher did not use any kind of strategy to help the students in the learning process.	
5.	The source of reading texts was limited from course book and LKS.	Using various materials from different sources

(continued)

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No.	Problems	Actions
6.	The students' vocabulary mastery was low.	Applying fix-up strategy in dealing with vocabulary or difficult words
7.	The students were not interested in listening the teacher's explanation	Using PowerPoint Presentation as the media to gain the students' attention during explanation
8.	The teacher did not build the students background knowledge about the materials.	
9.	The students' engagement in classroom activities was low.	Conducting group-work or pair-work
10.	The teacher did not monitor the students' understanding about the text.	Providing learning logs and think-aloud monitoring sheets

B. The Implementation of the Actions

1. The Implementation of Cycle I

a. Planning of Cycle I

The implementation of the think-aloud strategy in Cycle I was decided by the researcher and the English teacher, while the detail actions were discussed with the collaborator by having discussions in a democratic atmosphere. The action plans of Cycle I are presented below.

1) Implementing the think-aloud strategy

The think-aloud strategy was applied in some ways in Cycle I. Firstly, the researcher introduced the strategy to the students by giving examples how to the strategy works in the reading process. Then, the she demonstrated how to think aloud while reading a text. She modeled how to connect what she was reading with her

background knowledge or experience and how to look for the context clues in the text to make sense the text. Next, the students had a guided practice to learn to make use this strategy. Finally, the students had to practice the strategy independently.

The researcher planned to conduct the think aloud strategy in two alternative activities i.e. whole-class think-aloud and small group think-aloud. In the whole class activity, the teacher led the process of think-aloud by the students. She asked some students to demonstrate their think aloud and other students commented on it. In the small group activity, the students took turns to practice think aloud while their group-mates monitored the process.

2) Using various materials from different sources

Based on the interview conducted by the researcher, some students stated that the materials given by their teacher were monotonous. It caused them to easily get bored and lost their interest in joining the lesson. To prevent this problem during the research, hereby, the researcher decided to provide various materials taken from different sources such as novel, academic books, and internet. The texts and tasks were selected by considering the level of difficulty and the students' learning styles.

3) Applying fix-up strategy in dealing with vocabulary

Dealing with students' low mastery of vocabulary, the researcher planned to conduct fix-up strategy to help them. By

applying this action, they learned to not too depend on the dictionary. In addition, based on the observation, many students did not bring dictionary then ended up in asking the teacher about the words or just ignored them. Apparently, the teacher answered the students' questions by directly translating the words into Bahasa Indonesia. The researcher modeled how to use this strategy, first, and then the students practiced it by themselves.

4) Using PowerPoint Presentation as the media

The aim of using PowerPoint Presentation was to gain the students' attention during the lesson. As stated before, the students were not really interested in listening to the teacher's explanation and were busy with their own activities. By showing the presentation, the students could focus on the slides and she could also monitor their activities. The presentations were also used to build the students' background knowledge by presenting pictures or words. They helped them to do brain storming and led them to predict what they were going to learn.

5) Conducting group work or pair work

Considering the problem that the students' involvement in the teaching and learning activities was low, the researcher designed some tasks that required group work and pair work. In group work, the students shared their knowledge in order to accomplish the task. It facilitated the students to share their ideas and to stimulate

those who are low in competence to be more engaged in the learning activities.

6) Providing learning logs and think-aloud monitoring sheets

To monitor the students' understanding of the texts they were reading, the researcher provided learning logs to record their comprehension while and after thinking aloud. Because think aloud was done by verbalizing, these learning logs were used as the assessment tool to measure their comprehension. The think aloud monitoring sheets were adapted from Scoenbach., et al (2000). It helped her as the teacher to monitor the students' reading process while reading the text.

In implementing the action plans have been designed, the researcher followed some steps. They are presented as follows.

a) Modeling of the text

In this step, the teacher built the students background knowledge of the topic. Then, she chose a certain part of the text (sentences or a paragraph) to be demonstrated using think-aloud strategy. She verbalized predictions, confusing parts, connections with prior knowledge by pausing and making comment about she was thinking. She also identified any unfamiliar words or parts of the text that were confusing and found out the meaning by applying fix-up strategy.

b) Pre-reading

In pre-reading, the students were brainstorming about the topic of the text verbally. They verbalized their predictions related to the content of the text. They visualized any clues in the text by the teacher's guidance.

c) Fix-up strategy (click and clunk)

In implementing the fix-up strategy, first, the students wrote down the difficult words they found in the text. After that, they stated their confusion verbally. They shared the questions they had in their mind and then worked together to identify the words by using fix-up strategy. There were several ways in conducting fix-up strategy. They reread the sentence with and without the word and think about what would make sense. They looked for a prefix or suffix in the word. They broke the word apart and look for smaller words.

d) Whilst reading

In this step, the students identified the main ideas of each paragraph by thinking aloud independently and recognized the details of information from the text. Meanwhile, the teacher monitored the students' comprehension and gave feedback when necessary.

e) After reading

After reading the text by thinking-aloud, the students had to summarize what the text was about. They recalled what they had learned and reviewed important information of the text verbally. The teacher monitored the students' comprehension and gave feedback.

b. Actions and Observations in Cycle I

In Cycle I, the actions were carried out in three meetings. The teaching and learning schedule is presented in the following table.

Table 6: The Schedule of Cycle I

No.	Day/Date	Material
1.	Thursday, February 6 th 2014	Narrative texts: <i>The Island</i> , <i>Damon and Phintias</i> , <i>The CD</i> <i>Boy</i> , <i>Looking behind You</i>
2.	Saturday, February 8 th 2014	
3.	Thursday, February 13 th 2014	

In the teaching and learning process, the researcher acted as the teacher and the English teacher as the observer. Besides, she also invited her colleague to act as the second observer in order to avoid bias. There were some pictures used in cycle one. They were used to build the students background knowledge about the topic of the lesson. They were as follows.



Figure 2: Pictures Used in Cycle I

The left picture was used in the first meeting to introduce the topic i.e. a fantasy story and to build the students' background knowledge about it. It is a cover of a novel entitled '*The Chronicles of Narnia: Prince Caspian*'. The right picture was used in the third meeting to stimulate the students' prediction what kind of text they were going to read with the topic of mysterious story.

The actions were focused on implementing the think aloud strategy to improve the teaching and learning process of reading at class XI Imersi SMAN 2 Klaten. The data during the actions in Cycle I were obtained through classroom observation and interviews. The implementation of the actions is illustrated as follows.

1) Meeting 1

Meeting 1 was started by introducing the concept of think-aloud strategy to the students and how the strategy works in a reading class. She also explained types of responses used in thinking aloud such as predicting, questioning, visualizing, stating confusion, summarizing, and making connection (personal connections and text-to-text connection). She prepared some slides to explain the theory about this strategy. But, some students told that they still did not understand about its usage.

Afterwards, she introduced the topic of the day by showing them a cover picture of a novel through PowerPoint presentation. She asked the students to tell what on their mind when they were

looking at the picture. They enthusiastically told their ideas. Apparently, some students were already familiar with the novel because they had watched its movie. They were asked to predict what the story was about.

The teacher gave the students a text taken from the first page of the novel. It is entitled '*The Island*'. Before they read the text, she asked them to predict based on the title what the text was about. They stated their opinion verbally. She then modeled how to think aloud in reading the first two sentences of the text.

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- (4:1) *R mengumumkan apa yang dia pikirkan ketika membaca, "jadi, ada 4 orang anak di cerita ini, 2 laki-laki dan 2 perempuan." Kemudian ia membaca lagi, "berarti, sebelum buku ini, ada buku lain. Jadi ceritanya bersambung. ada 'lion', singa, 'witch', penyihir sama wardrobe." R juga mempraktekkan penggunaan fix-up strategy untuk mencari makna kata sulit, "remarkable tu apa ya? Re-mark-able menjelaskan kata adventure kan, berarti adjective. Re-diulang kembali. Mark-tanda/bekas. Able-bisa. Yang berbekas dan bisa diulang kembali. Berarti petualangan yang berkesan."*(R mumbled what she was thinking about while reading, "So, there are 4 persons in this story, two boys and two girls." Then she continued, "Well, this means, before this book written there was another book and they are connected to each other. There are a lion, a witch, and a wardrobe." R also practiced the use of fix-up strategy to deal with the difficult word, "Remarkable? Re-mark-able. It is explaining the word 'adventure', right? So it is adjective. Re-for re-do it, mark-the same as sign, able-can. So something that is remarkable is that a thing we want to do it again.)

(App/A/FN-08)

Based on the data 4:1, the teacher practiced to think aloud of the sentence "*Once, there were four children whose names were*

Peter, Susan, Edmund, and Lucy, and it has been told in another book called The Lion, the Witch and the Wardrobe how they had a remarkable adventure.” She demonstrated how to visualize the characters and to connect the story with another book which she had read before as the first novel of the chronicles. She also showed them how to deal with a difficult word using fix-up strategy.

After that, the students were given time to practice to think aloud of the next sentences. The teacher asked a student to think aloud for the next sentence but, the student ended up by directly translating the sentence. The teacher then told the student that she did not suppose to translate it, but to think what she was thinking while reading. She decided to give her prompt in the form of questions such as “What do you think happen with the characters?”, “Where did they go?”, and “Do you feel confuse about some parts?” The student answer those question hesitantly using her first language which is Bahasa Indonesia.

After that, the teacher asked the students to applied fix-up strategy to find the meaning of the word ‘wardrobe’. Apparently, the students were still confused how to use the fix-up strategy.

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- (4:2) **“Wardrobe, berarti war sama drobe, war i perang to, miss? drobe i, jatuh itu bukan. Berarti jatuhnya perang, nuh.”** R kemudian menjelaskan kalau fix-up strategy tidak hanya mengurai kata, tapi juga melihat context clues, seperti kata-kata sebelum

kata tsb. “Think first. **Is it adjective/verb/naoun/adverb?**”
“Noun kaya’e, mbak.” “Then, what is something that has a door
and can be opened, there is space in it?” **“Lemari, to? Oalah.”**
“Yes, that is how fix-up strategy works, do you understand?”
“Yes, mbak, sitik.” (Wardrobe. So it consists of ‘war’ and ‘drobe’.
War means war, and drobe, is it drop? So wardrobe means a
dropped war, miss? R then explained that fix-up strategy not only
works by breaking the word parts, but also to look for the context
clues. Think first. Is it adjective/verb/noun/adverb?” “Noun, miss”
“Then, what is something that has a door and can be opened, there
is space in it?” “Oh, is it *lemari*?” “Yes, that is how fix-up strategy
works, do you understand?” “Yes, miss, a little bit.”)

(App/A/FN-08)

From the data 4:2, it can be seen that the students still misunderstood the concept of the fix-up strategy. They imitated the teacher’s way to solve the word ‘remarkable’ by breaking the word apart and looked for familiar words they know. They broke it into ‘war’ and ‘drobe’. The teacher helped the students by explaining again about the ways of fix-up strategy works that they also had to find the context clues in the text to guess the meaning.

After practicing more than four times in finding the word meanings, they started to understand how the fix-up strategy works. The teacher then guided them how to find the main idea of the paragraph to the class by thinking aloud.

In the whilst reading phase, the students were divided into some groups of 4 or 5, in which they had to think aloud in a group. There were 29 students, so that there were 7 groups in the class.

The teacher gave each group a learning log and a think aloud monitoring sheet. The students had to take turns in thinking aloud while their group mates monitored their thinking aloud process. The monitor had to make tally marks on the sheet to record which responses their friends used while thinking aloud. The other group mates recorded their ideas in the learning log.

At first, the students were still confused of how to do the procedure of this group work, but the teacher tried to guide them by walking around the class to help them to accomplish the task. Many students were confused about how to differentiate the responses they used when thinking aloud whether it was questioning, stating confusion, summarizing, or making connections. She helped them by patiently gave example of the responses to make them understand.

In completing the learning logs, the students still found difficulties in differentiating brainstorming and prediction. Most of the students wrote the similar things in the brainstorming and prediction section. The teacher then gave them explanation by showing the picture again. She told them how to do brainstorming and to make prediction of the picture.

Next activity was to discuss the students' works. The teacher asked a representative of each group to practice the think aloud of the text. It turned out that some students still tended to do

translation in their comprehending process and it took a long time for them to do it. She emphasized that if they want to comprehend a text, they do not need to translate every single word of the text.

The teacher checked the students' work related to the fix-up strategy in dealing with difficult words.

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- (4:3) *Seharusnya mereka menggunakan fix-up strategy untuk menemukan arti kata, tapi beberapa siswa masih menggunakan kamus dan bertanya teman mereka. "How did you find the meaning of this word?" "Hehe, tadi pake alfalink, miss." "How did you know that journey is perjalanan?" "Unerri yang ngasih tau, mbak."* (They should have applied the fix-up strategy to deal with difficult words, but some students still used the dictionary and asking their friends to do it. "How did you find the meaning of this word?" "Hehe, I used the *alfalink* earlier, miss." "How did you know that journey is *perjalanan*?" "Unerri who told us, miss.")

(App/A/FN-08)

Based on the data 4:3, it turned out that some students still used the *Alfalink* or asking their friends instead of applying fix-up strategy when they had to deal with difficult words.

The students also presented the main ideas of the text they found but some groups tended to decide the main ideas by directly taking the first sentences of the paragraphs. After that, the teacher gave feedback of their work and ended the class. She told them to keep practice the think aloud strategy at home.

2) Meeting 2

In the second meeting, the actions were nearly similar to the previous one. It started with reviewing the last meeting materials and checking the students' memories about the think aloud strategy. The teacher then introduced the learning topic i.e. *Love and Friendship*.

Afterwards, the teacher asked the students to make groups and gave each group the learning log. She wrote on the white board the word 'Friendship' in a big font and asked them to do brain storming verbally.

(4:4) *R meminta siswa untuk mengutarakan apa yang mereka pikirkan ketika mendengar atau melihat kata 'Friendship'. Siswa tampak antusias berkomentar. "Sahabat sejati, miss." "Bangkit, mbak. Soalnya dia sering nraktir aku." "XI imersi." "Friend is everything, miss." "Happiness." "Tears." "Friend is you, mbak. Haha."* (R asked the students to express what they were thinking when they hear or see the word "friendship" they seemed enthusiastic to comment. "Best friend, miss." "Bangkit, miss. because he often treats me." "XI Imersi", "Friend is everything." "Happiness." "Tears." "Friend is you, miss. Haha.)

(App/A/FN-09)

From the data 4:4, it can be implied that the students were enthusiastic in doing the brainstorming. Their responses were varied and interesting. It seemed that the topic of friendship attracted their interest.

Next, they were given a text entitled *Damon and Phintias*. They had to predict what the text was about. They shared their opinion to the class. The following field note illustrated the students' responses.

The teacher gave modeling of the text by practicing think aloud of the first two sentences and also applied the fix-up strategy to deal with difficult words.

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- (4:5) *R kemudian memberikan model think aloud dan mendemonstrasikan fix-up strategy untuk 2 kalimat pertama pada teks. "There once were two best friends named Damon and Phintias. Sekarang miss membayangkan ada 2 orang laki-laki yang bersahabat. Kira-kira apa yang terjadi sama mereka ya?" R kemudian melanjutkan, "They lived in Syracuse, maksudnya Syracuse? Ah.. mereka tinggal. Kota ini berarti. Sicily in the 4th century BC. Wah cerita ini uda lama banget. They were philosophers of Pythagorean School. Philosopher? Apa ya artinya? Kita taunya kata filosofi, kalau pakai suffix -er, tandanya orang. Berarti orang yang ahli filosofi."* (R then gave the model of think-aloud and demonstrated the fix-up strategy for the first two sentences of the text. "There once were two best friends named Damon and Phintias. Now, I am imagining there are 2 best-friending men. I wonder what will happen with them. R continued, "They lived in Syracuse. What does it mean by Syracuse? Ah they live there. It means a city, then. ...Sicily in the 4th century BC. Wah, the story is really old. They were philosophers of Pythagorean School. Philosopher? What does it mean? I know the word 'filosofi'... with the suffix -er, it means people. So, it means people who expert in philosophy.)

(App/A/FN-09)

The next stage was that they had to practice the think aloud and the fix-up strategy by themselves in their group. They were

given the think aloud monitoring sheet and the teacher explained the instruction about the task. They started to familiarize with the strategy, but some of them also complaining about having to do this kind of activity again. The teacher's model can be seen in the field note below.

The students knew that they had to identify the main ideas and to make a summary of the whole story with their own words, so that when the teacher was walking around the class to check their reading process they already knew what to do. However, some of them still found difficulties in completing the monitoring sheet.

(4:6) *Ketika R berkeliling kelas untuk memonitor proses think aloud siswa, beberapa siswa kelihatan masih kesulitan mengisi monitoring sheet. "Why there are only a few tallies on your sheet, haven't you read yet?" "No, miss. We read tapi kadang aku tu ga tau yang Dewi ucapin itu masuk di respon yang mana. Hehe."* (When R was walking around the class to monitor their thinking aloud process, some students still seemed to feel confuse to fill the monitoring sheet. "Why are there only a few tallies on your sheet haven't you read yet?" "No, miss. We have read, but sometimes I do not know what types of response that Dewi was using.")

(App/A/FN-09)

The data 4:6 indicates that the students were still struggling in classifying their friends' responses during the think aloud process. They were expected to record the responses used in the monitoring sheet, but they were not familiar to the types of responses yet.

The teacher noticed that some students were still using mobile dictionary and *Alfalink* to find the meaning of difficult words. She reminded them that by using the fix-up strategy they did not need to depend on the dictionary too much. She also noticed that during group working, not all the members were working. In some groups, one or two of the members did not join the process.

After that, the teacher and the students discussed their works together. At first, the teacher asked the students to practice their think aloud but apparently, some of them were still shy to do it, especially those who were low students. The class discussed the text main ideas and the difficult words together. And then, they summarized what the text was all about. Some students commented that the story was really sad at first, but fortunately, it ended happily.

Next, the teacher gave them a love story, entitled *The CD Boy*. She asked them to work in pair and read it silently. After that they had to complete the story map of the story. They analyzed the aspects of the story such as characters, setting, plot, and the summary. When they finished the map, the bell rang so that she asked them to just submit their works. They commented that it was bad that the story has a sad ending

To wrap up the reading lesson, the teacher gave them a question to summarize the lesson.

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- (4:7) *R mengakhiri kelas dengan bertanya pada siswa, “Which one do you choose, losing your friend or your love, guys?” **Pendapat siswa berbeda-beda. “Losing love, miss. Friend is more important” “Kehilangan teman aja miss, aku ga bisa hidup tanpa cinta haha.”*** (R ended the class by asking for the students, “Which one do you choose, losing your friend or your love, guys?” their opinions were varied. “Losing love, miss. Friend is more important.” “Losing friend, miss, because I cannot live without love. Haha.)

(App/A/FN-09)

The data 4:7 describes the situation when the teacher asked for the students’ opinion whether they chose to lose their friend or to lose their love. Unexpectedly, their responses were really funny. It seemed that they were happy to share their minds without feeling burdensome.

3) Meeting 3

Meeting 3 was the last meeting in Cycle I. The action plans were still similar but in this meeting, the teacher blended the implementation of the think aloud in a jigsaw activity to make the learning activities more varied. In addition, they stated that they wanted a different activity instead of completing the learning logs.

- (4:8) *Seorang siswi menyeletuk, “**Hari ini belajar think-aloud lagi ya, miss? Mbok ganti apa gitu, miss.**” “Of course we will still use think-aloud, but don’t worry, **today, the activity is going to be different,**” jawab R. (A student commented, “Will we learn about think-aloud again, miss? Can’t we try a new thing, miss?” “Of*

course we will still use think-aloud, but don't worry, today, the activity is going to be different," answered R.)

(App/A/FN-10)

- (4:9) R: *Gimana aktifitas hari ini, menurut kamu, dek?* (How was today's activity, in your opinion?)
S: *Asik, mbak. Mbok kaya tadi aja terus kalau belajar.* (It was interesting, miss. It should always be like this every day, miss.)
R: *Memang kenapa, dek? Ga suka ya kalau kaya' kemarin-kemarin itu.* (Why? Don't you like the previous activities?)
S: *Ya suka, tapi jangan kaya gitu terus nanti kan bosen.Hehe. Selang-seling gitu mbak.* (I do, but if we keep doing the same things, it will be boring. Hehe. It should be varied, miss.)
R: *Emm..gitu.* (Emm.. I see.)

(App/B/Int-20)

Based on the data 4:8 and 4:9, the students desired new kinds of activity rather than completing the learning logs. Thus, the teacher conducted an ordering story activity in this meeting. They were expected to use the think-aloud strategy independently through this activity. Moreover, they seemed to really enjoy the activity.

The teacher started the lesson by building the students background knowledge through a picture of a car. They stated what came on their mind while looking at the car. Next, she told them that they were going to read a mysterious story. They shared their predictions about the story from the picture.

Before they got the text, the teacher gave them a vocabulary test, first, to check their vocabulary mastery. The vocabulary was related to the story and all things about or parts of the car. They had to find out the word meanings using the fix-up strategy. After that, she checked the answers with the class.

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- (4:10) *Ketika dibahas bersama-sama mayoritas pertanyaan dijawab dengan benar oleh siswa. Tapi, beberapa juga masih salah, “Overtake i opo sih mbak? Over kan lebih, take-mengambil. Mosok mengambil lebih.” “Kalo swerve apa, miss?” R mengilustrasikan kata-kata tsb dengan menggambar di papan tulis. Setelah melihat gambar siswa kemudian mengerti maknanya.* (When they discussed it together, most of the questions were being answered correctly by the students. However, some of them were still incorrect. “What is overtake, miss? Over is ‘lebih’, take is ‘mengambil’, it couldn’t be ‘mengambil lebih’, right?” “What about swerve, miss?” R illustrated the words by drawing diagrams on the white board.)

(App/A/FN-10)

The data 4:10 illustrated that most of the students were able to apply the fix-up strategy, though they were still struggling to find the meaning of the words ‘overtake’ and ‘swerve’. Therefore, she decided to draw a diagram on the white board to illustrate the words.

The next activity was jigsaw. The students had to arrange a jumbled story, in a group of 4 to 5, into the correct order to make a good story. The teacher gave the model of think aloud, first, of how to find the first part of the story. And then, they continued to order

the rest of the story by themselves. While the students were ordering, she checked the groups one by one to help them if they found any difficulties.

Fifteen minutes later, the teacher stopped the students' work. She checked the order with the class and asked the representative of each group to read a sentence voluntarily. Some groups got wrong in the middle of the story. While two of the nine groups succeeded to order the story correctly. After the story had been ordered, she told the students that the ending part of the story was missing and they had to guess how the man in the story had saved the woman's life.

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- (4:11) *Beberapa siswa menyampaikan pendapat mereka."Itu laki-lakinya mau mbunuh perempuannya, mbak. Jadi dia ngikutin terus sampai ke rumah." "Cowoknya pengen ngedekatin mbaknya itu, mbak, tapi malu, jadi dia cuma mbuntutin terus." "itu ceweknya mau di rampok, terus yang laki-laki itu sebenarnya polisi dan mau nolongin ceweknya." Pendapat mereka bermacam-macam. Tapi tidak ada yang benar. (Some students shared their opinion."The man was going to kill the woman, miss." "I think that the man was actually had a crush with the woman, but he was shy, so that he just ended up stalking her." "The woman was going to be robbed, and the man must be a police and he wanted to help her." Their ideas were varied but none of them was correct.)*

(App/A/FN-10)

The data 4:11 illustrated the process of the students' predictions. Their opinion was varied, and it looked like their imagination was pretty good. When the teacher revealed the ending

part of the story, the students seemed to be a little bit surprised with the scene that actually happen in the text.

Afterwards, the conclusion part was conducted. The teacher and the students discussed what they had learnt since the first meeting up to the third one. They concluded that they had learnt a narrative text and its different kinds of story. The teacher then explained to the students about the nature of narrative text, its social function, its organization, and its language features. It turned out that the students were already familiar with that information because they had learnt narrative texts ever since they were in junior high school. But it did not make them to lose their interest in listening to the explanation.

The last activity was to check their competence about narrative text and to measure their progress in their reading comprehension. They were given 15 minutes to answer a 10 points multiple-choice test. They submitted the test when the bell rang. The teacher then closed the lesson by telling the students the material for the next meeting.

c. Reflection of Cycle I

After conducting the actions in Cycle I, the researcher and the collaborators had a discussion. They reflected on the actions that had been done in order to evaluate the implementation. The reflection was conducted to find out whether the actions were successful or not so

that the researcher could determine whether to maintain or modify the actions. As mentioned in chapter III, it was important to fulfill the democratic validity and dialogic validity.

The discussion was based on the observation during the teaching and learning process and the interviews towards the students and collaborators. The following are the results of the reflection of the actions implemented in Cycle I.

1) Implementing the think-aloud strategy

Generally, the implementation of the think-aloud strategy in Cycle I is believed to be successful. The students' reading comprehension improved and their involvement in the learning activities increased a lot. They stated that the think-aloud strategy was beneficial for them when they comprehended texts.

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- (4:12) R: *Kamu udah mudeng belum sama konsep think-aloud strategy itu?*(Do you understand the concept of the think-aloud strategy?)
S: *Udah. (I do.)*
R: *Menurut kamu, membantu ngga waktu kamu baca teks buat mahamin nya?*(Do you think it helped you when comprehending the text?)
S: *Membantu. Jadi bener-bener mudeng gitu lho mbak sama isinya.* (It did. We could really understand the content of the text.)
R: *Kalau waktu cari main idea, membantu ngga?*(Did it help when you were looking for the main ideas?)
S: *Membantu banget. Jadi lebih mudah.*(It did. It was easier.)

(App/B/Int-11)

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- (4:13) R: *Hari ini belajarnya gimana?*(How was today's lesson?)
 S: *Asik kok mbak.*(It was interesting, miss.)
 R: *Yang benar? Kamu **udah bisa belum pake think-aloud strategy?*** (Really? Are you able to practice think-aloud?)
 S: *Udah mbak. **Kan cuma kaya kita ngomong sendiri apa yang dipikirin waktu kita baca gitu kan?*** (I am, miss. It is just like we are mumbling what we are thinking, right?)
 R: *Iya. Menurut kamu, **bagus ga membaca pake strategi ini?***(Yes. In your opinion, is it good to read using this strategy?)
 S: *Bagus. **Jadi benar-bener paham sama teks. Ga harus baca berkali-kali.*** (It is. We can really comprehend the text. We did not need to re-read it again and again.)
 R: *Susah ga sih, waktu think aloud? (Was it hard to think-aloud?)*
 S: *Awalnya susah mbak, **soalnya kita mikir sekaligus ngomong. Yang pas ngomonginnya itu lho. Tapi kalau uda berkali-kali nyoba ya uda biasa.***(At first, it was hard, miss, because we had to think and at the same time to speak. But, after some practices I am used to it.)
 R: ***Waktu nyari main idea kaya tadi, lebih gampang ga kalo pake think-aloud.***(When identifying the main ideas, was it easier by using think-aloud?)
 S: ***Iya, lebih gampang.***(Yes, it was.)

(App/B/Int-15)

Based on the data 4:12 and 4:13, the students felt easier to comprehend the text and to identify the main ideas and details of information using the think-aloud strategy. It was also quicker to comprehend the text when they used the think-aloud strategy than their usual habits in reading.

By applying the think aloud, students can verbalize their thoughts so that they can monitor their understanding while reading

texts. In addition, they felt more stimulated in thinking because the strategy facilitated them to express their ideas freely.

Despite there was a possibility that the think-aloud process could be time-consuming, instead of feeling that it was wasting time, the students stated that by applying think-aloud they could comprehend the text quickly.

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- (4:14) R: *Unerri **udah paham belum sama strategi think-aloud** yang kita pakai salama ini?* (Unerri, do you understand the use of the think aloud?)
S: ***Udah.*** (I do.)
R: *Udah **bisa pakainya?*** (Can you apply it?)
S: ***Bisa.*** (I can.)
R: *Menurut kamu **bagus ga strateginya dipakai waktu membaca?*** (Do you think it is good to be used in reading?)
S: *Bagus. **Jadi lebih cepet.*** (It is. It was quicker)
R: *Lebih cepetnya kaya' apa?* (How it can be quicker?)
S: *Ya jadi **ga harus baca semua kata-katanya.** Biasanya kan sekali baca kan belum paham. Terus baca lagi. Sampe mudeng.* (We did not need to read every single word. Usually with one time reading I will not understand it, so I will re-read again, till I comprehend it.)
R: *Oh, **kalau pake think-aloud cuma sekali gitu ya?*** (So, with think-aloud, it was only one-time reading?)
S: ***Iya.*** (Yes)

(App/B/Int-17)

The data 4:14 gives the justification that the think-aloud strategy is effective to be used. They did not need to read and translate every single word in the text. Moreover, they did not need

to re-read the whole text again and again if they did not understand it yet.

For good readers, especially the students with a high level of intelligence, the implementation of the think-aloud strategy was already familiar to their daily.

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- (4:15) R: *Pendapat kamu soal Think aloud gimana, dek Hanifah?* (What is your opinion about the think aloud, Hanifa?)
- S: *Bagus sih, mbak. Sebenarnya aku tu kalau baca juga kaya gitu lho mbak. Cuma, tak batin, ga diomongin.* (It is good, miss. Actually, when I am reading I do the same thing, miss, but, I do not speak it up, just in my mind.)
- R: *Oya.. berarti kamu a good reader ya. Suka baca?* (Really? It means you are a good reader. Do you like reading?)
- S: *Suka.* (I do.)
- R: *Baca Bahasa Inggris?* (Reading English text?)
- S: *Engga sih. Hehe. Ya novel biasa.* (No. Hehe. Just Indonesian Novel.)
- R: *Ya biasanya strategi kaya gini kan di pakai sama good readers. Kenapa think-aloud itu di omongkan kan supaya siswa itu terbiasa aja terus guru bisa memonitor. Nanti kan lama-lama otomatis dia kalau baca ga di omongkan lagi, tapi dibatin aja.* (Usually good readers use this kind of strategy. Why is the think-aloud being said aloud? It aims the students to get used to it and the teacher can monitor them. Thereby, they will automatically not say it out loud again but jut in their mind.)
- S: *Ho'o yo mbak. Wah berarti aku selama ini secara ga sadar nak baca ternyata pakai strategi. Hahaha.* (That's right. It means I use this strategy all the time. I did not realize it.)

(App/B/Int-12)

In the data 4:15, a student said that, in fact, she already used this kind of strategy every time she was reading too, but she did not

aware that the things she did was a strategy. Apparently, the implementation of think-aloud strategy improved the students' awareness on their learning strategy.

Despite its good points, the application of the think aloud strategy in Cycle I was not flawless. The researcher noticed that conducting think-aloud strategy in groups with 4 to 5 members seemed to be a failure.

(4:16) ***Beberapa siswa terlihat melakukan kegiatan lain di luar grup mereka. Seorang siswa justru membaca buku lain sedangkan teman-temannya sibuk melakukan think-aloud. R menegur siswa yang tidak ikut bergabung dengan grupnya tsb.*** (Some students looked like they were doing something else beside their group activities. A student read a book instead of joining his freinds doing the think aloud. R remained him to join to his group.)

(App/A/FN-10)

As the data 4:16 description, in some groups there were one or two students who did not get along in the activities well. After their turns to think-aloud ended, they were busy with their activity such as chatting, reading another book, or doing homework of another subject.

2) Using various materials from different sources

In implementing the action plans, the use of various materials from different sources was believed to be successful. In the first

meeting the researcher took a text from a fantasy novel and the students seemed to be enthusiastic about that.

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- (4:17) *Beberapa grup tampak asyik melakukan think-aloud bahkan seorang siswa terlihat ber-think aloud sambil memperagakan gestur-gestur aneh ketika ber-visualisasi.* (Some groups seemed to enjoy practicing the think aloud even a student was practicing his think-aloud while doing some weird gestures in visualizing.)

(App/A/FN-08)

Based on the data 4:17, it can be seen that the students were excited in doing think-aloud of the story from the novel. It can be concluded from the way they cheerfully expressed their opinion about the story and the way they were thinking aloud of the text during the process even using some gestures.

In the third meeting, the students were given a story from an academic book. From the observation, it can be seen that they were really into the text. They focused on how to solve the problem, to make the correct story because of their curiosity.

The students stated that the texts given were more varied and they liked it. However, there was a problem with the choice of the texts.

- (4:18) R: ... *Hari ini menurut kamu pelajarannya gimana, dek?* (What do you think of today's lesson?)
S: *Suka mbak. Asyik pokok e.* (I like it, miss. It's interesting.)
R: *Asyik nya dimana?* (How could it be interesting?)

S: *Ya asyik aja, tadi kan baca novel. Soalnya belum pernah.*
(It's just enjoyable. We read a novel. We haven't done it before.)

(App/B/Int-12)

The data 4:18 implied that with the various texts, the students' knowledge about English texts could grow wider. It also made them more experienced in dealing with various types of text.

- (4:19) R: *Tadi topiknya love and friendship, menurutmu gimana?*(.... Today topic was 'Love and friendship'. How was it?)
S: *Bagus, itu kan kita-kita banget gitu. Hehe.* (It was good. It suited us. Hehe.)
R: *Teksnya susah ngga tadi?* (Were the texts difficult?)
S: *Standar sih mbak. Tapi yang kemarin susah banget mbak. Bahasanya terlalu tinggi* (They were in standard, miss. But, the text for yesterday was really difficult, miss. The language was too complicated.)
R: *Iya, itu kan authentic material kan. Kalau tadi kan teksnya emang buat sekolah.* (I think so. It was an authentic material. The texts for today were intentionally made for academic purposes.)
S: *Iya ya mbak? Tapi ya gapapa sih mbak, kan buat pengalaman juga.* (Is that so? However, it's okay. It improved our experience.)

(App/B/Int-14)

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- (4:20) R: *Kamu punya saran ga buat pertemuan kita berikutnya?*
(Do you have any suggestion for our next meetings?)
S: *Emm.. apa ya. Itu aja sih mbak. Teksnya tu di urutin dari yang mudah dulu baru ke yang susah, mbak.* (Emm..I think I have. The texts, they should be delivered in order by the level of its difficulty, miss.)
R: *Emang teksnya susah ya?* (Were the texts too difficult?)
S: *Yang pertama itu lho mbak. Susah.* (The first one was

difficult.)

R: ***Bahasanya susah ya?*** (Was the language too complicated?)

S: ***Iya. Yang kemarin sama tadi itu lumayan.*** (Yes. The ones for yesterday and today lessons were pretty fine.)

(App/B/Int-19)

In the data 4:19 and 4:20, the students commented that the first text they read, taken from the novel, was too difficult for them. The researcher explained that it was the difference between the authentic texts with the academic-purpose texts.

Similar to the students' opinion, the English teacher also thought that the various texts were really good for the students.

- (4:21) R : ***Kalau masalah teks nya gimana ya, bu?*** (What about the text, Ma'am?)
- BH: ***Bagus, kok. Itu tadi dari novel aslinya ya?*** (That was good. Was it taken from the real novel?)
- R : ***Iya, bu. Saya download e-book novel nya dari internet.*** (Yes, Ma'am. I downloaded the e-book of the novel from the internet.)
- BH: ***Oh, bagus..bagus.... Saya belum pernah pakai teks dari luar begitu. Maklum kalau sudah seumur saya tu ga bisa pakai internet-internetan begitu, mbak. Ya malah bagus. Anak-anak tadi juga kelihatan tertarik. Jadikan mereka punya pengetahuan soal authentic texts.*** (That's great. I have not taken any texts from other sources like that. In my old ages, I am not able to use that kind of technology. It was good, indeed. The students seemed to be interested as well. They will have experience with the authentic texts.)
- R : ***Iya, bu. Saya juga pikir begitu.*** (I think so, Ma'am.)

(App/B/Int-13)

The data 4:21 indicates that the teacher only used the text from the course book and the LKS before. She appreciated the researcher efforts to give the students various input texts. Reading the text from an English novel gave a new experience for the students, especially about the authentic materials.

3) Applying fix-up strategy in dealing with vocabulary

The implementation of this action in Cycle I was successful in general. The students really appreciated the use of fix-up strategy during their reading process. They stated that the use of fix-up strategy helped them in recognizing the difficult words easily. However, in the beginning, some students still found difficulties in implementing this strategy.

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- (4:22) R: Kalau soal **fix-up strategy**, *kamu uda mudeng belum?* (What about the fix-up strategy? Have you understood?)
 S: *Sedikit-sedikit.* (Just a little bit.)
 R: **Belum cukup mudeng ya?** (You have not really acquired it, have you?)
 S: *Iya, masih sedikit bingung.* (Yes. I am still confused.)

(App/B/Int-11)

- (4:23) R: Menurutmu think aloud itu gimana? Bagus ngga? (What do you think of think aloud? Is that a good strategy?)
 S: **Bagus. Kita jadi bisa lebih mengerti. Terus juga bisa menemukan arti kata-kata yang sukar dengan mudah.** (It is. Thus, we understood more. Besides, we could find the meanings of difficult words easily.)
 R: Itu fix-up strategy. Enak ya kalau pakai fix up strategy? (That is fix-up strategy. Was it easier by using fix-up

strategy?)

S: ***Iya, jadi lebih cepet mengartikannya.*** (Yes. It was quicker to recognize the meanings.)

(App/B/Int-18)

The data 4:22 and 4:23 describe that, at first, the students were confused how to make use of this strategy, but after practicing it for several times they seemed to understand how the thing works. By applying the fix-up strategy, they felt easier and quicker to find the meanings of difficult words. Besides, the application of fix-up strategy reduced the students' dependencies on dictionary.

- (4:24) R: ***Kalau fix-up strategy? Kamu udah bisa belum pakainya?***
(How is the fix-up strategy? Are you able to apply it?)
- S: ***Udah bisa.***(I am.)
- R: ***Menurutmu kalau pakai itu membantu nyari arti kata susah ngga'?*** (Do you think that by applying the strategy helped you to find the meanings of difficult words?)
- S: ***Bantu banget. Jadi ga terlalu tergantung sama kamus gitu lho miss. Kan kita juga kadang ga bawa kamus.*** (It helped a lot. We do not need to always depend on the dictionary, miss. In addition, sometimes, we do not bring it.)
- R: ***Oh, gitu ya. Tapi kamus juga penting lho. Masa' belajar Bahasa Inggris ga punya kamus.*** (Is that so? But, dictionary is still important, you know. How could you do not have dictionary while learning English.)
- S: ***Ya maksudku kalau pas tes gitu. Kan kita ga bisa pake kamus, hayo?*** (I mean during the test, for example. We are not allowed to use it, are we?)

(App/B/Int-15)

In the data 4:24, the student said that after learning fix-up strategy, she did not depend on the dictionary only. She stated that fix-up strategy could be beneficial in their tests.

Despite its advantages, the students stated that the use of fix-up strategy has its own weaknesses.

-
- (4:25) R: *Kalau pakai fix-up strategy udah bisa belum?* (Are you able to use the fix-up strategy?)
S: *Bisa. Tapi kadang-kadang susah juga.* (I am. But, sometimes it is difficult, as well.)
R: *Susahnya gimana, dek?* (How is it difficult?)
S: *Itu kan kita nebak-nebak gitu kan mbak. Jadi itu tu tergantung sama pengetahuan kita yang sebelum-belumnya juga kan. Kalau kita ga tau apa-apa soal katanya kan ya sama aja.* (It is like we are guessing the meaning, isn't? So, it depends on our background knowledge. If we do not have rich knowledge related to the words, It was useless.)
R: *Iya, betul. Ya itu kelemahannya fix-up strategy. Kadang kan kita nebak kata karena ada sesuatu yang mengingatkan kita sama kata itu. Atau kita misah-misahin katanya. Tapi kalau kita ga punya background knowledge nya, kita ga bisa nebak.* (That's true. That is the weakness of fix-up strategy. Sometimes, we guess the word because we have something in our mind that reminds us to its meaning. When we break apart the word and we still do not know the knowledge of it, it is useless.)
S: *Iya makanya itu mbak.* (That is why it's difficult, miss.)

(App/B/Int-19)

Based on the data 4:25, the use of fix-up strategy depends on the students' background knowledge and their skill to look for the context clues. When they need to break the words into smaller parts and identify the meaning of each part, they still found it difficult if

they did not know the meanings as well. So, if their knowledge was limited and they have no idea about the context clues, fix-up strategy did not work.

The reseracher and the collaborator then conducted a discussion related to this happening.

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- (4:26)
- R: *Menurutmu penggunaan fix-up strategy gimana, Li?* (What do you think of the implementation of fix-up strategy, Li?)
- C: *Nak tak liat sih, **kebanyakan mereka uda bisa pakai**. Ya.. paling ngga dalam satu grup tu ada 2 – 3 orang bisa pakai.* (It seems that most of them are able to do it. At least, in a group there were 2 to 3 persons are able to use it.)
- R: *Tadi ada yang tak tanya, bilang kalau fix-up strategy kan tergantung background knowledge kita. Jadi **mereka yang ga punya backgound knowledge tentang kata yang dicari, tetep ga bisa nemuin artinya**, Li? Enaknya gimana ya?* (I have just asked a student. She said that the use of fix-up strategy depends on our background knowledge. So, those who do not have rich background knowledge related to the words won't be able to find the meanings. How is it?)
- C: ***Ya itu kan emang sudah jadi konsepnya. Ga ada teknik yang sempurna, pasti ada kelemahannya. Kalau fix-up strategy bisa nemuin semua kata. Bisa-bisa kamus ga laku, Rin?*** (That's the concept of fix-up strategy, I think. There is no perfect technique. It will always have its weaknesses. If fix-up strategy can solve all the difficult word. Dictionaries will be useless.)
- R: *Hahaha.*
- C: ***Dilanjutkan aja, menurutku bagus kok fix-up strategy tu.*** (Just continue it. I think the fix-up strategy is really good.)

(App/B/Int-20)

Based on the data 4:26, it turned out that there was nothing that the researcher could do because every strategy always has its strengths and weaknesses.

4) Using PowerPoint Presentation as the media

Using PowerPoint Presentation as the media is believed to be effective since it could attract the students' attention when the researcher explained the materials.

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- (4:26) R: Waktu mbak jelasin tadi kan **pake PPT?** Menurut kamu gimana? (When I was explaining, I used PPT, didn't I? What do you think of it?)
S: **Ya lebih enak, mbak.** (It was better, miss.)
R: **Lebih enak gimana, kalian uda sering belajar narrative kan?** (How is it better? You are used to learn narrative, right?)
S: **Ya, biasanya bu guru itu kan cuma nulis di papan gitu tok. Kalo pake PPT jadi beda gitu lho rasanya. Terus tadi juga ada gambar-gambarnya jadi ga mboseni.** (Yes. Usually the teacher will only write on the white board. When we were using PPT, it felt different. Besides, there were pictures in it, so it was not boring.)

(App/B/Int-16)

The data 4:26 indicates that by the use of PowerPoint Presentation (PPT) the materials were more organized and the students could focus on it. Though, the materials in Cycle I were about narrative text, and they had been too familiar with them, it did not lose their interest in paying attention to the presentation.

In line with the students, the collaborator also found that using PPT as the media could gain the students attention more than when the researcher did not use it in the second meeting.

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- (4:27) R: *Pas ngajar pakai PPT, menurutmu efektif ngga narik perhatiannya siswa?* (When I was explaining using PPT, was it effective to attract the students' attention?)
- C: *Yo efektif. Siswa kan jadi ga cuma dengar penjelasan, tapi juga ngeliat, ikut baca. Jadi mereka fokus ke slide.* (It was. They did not only listen to the explanation, but also saw it and read it as well. Therefore, they focused on the slides.)
- R: *Kalau pakai gambar gitu, bagus ngga, Li?* (What about using pictures, was it good, Li?)
- C: *Bagus, jadi ga monoton tulisan tok.* (Yes. It was not monotonously containing written explanation only.)

(App/B/Int-22)

In the PPT, the researcher added some pictures to help illustrating the materials so the students did not feel bored. Based on the data 4:27, the collaborator found that the use of PPT made the students not only listened to the explanation, but also read the explanation by themselves on the slides.

5) Conducting group work or pair work

Generally, the action of conducting group work or pair work was believed to be effective in creating a better classroom interaction in which the students could interact actively with other students and the teacher. The students seemed to be comfortable to learn in a group since they could cooperate to accomplish the task and help each other when they faced difficulties.

In addition, related to the process of thinking aloud, the students felt more comfortable to practice thinking aloud in their group rather than they should practice it to the class.

-
- (4:28) R: *Dek Elia, tadi waktu mbak suruh think-aloud kok ga mau? Kenapa?* (Elia, why did not you want to practice the think-aloud when I asked you?)
S: *Ga kenapa-kenapa mbak.* (Nothing, miss.)
R: *Belum bisa ya pakainya? Tapi tadi waktu mbak lewat, pas di grup, kamu bisa tu think-aloud. Malu ya?* (Is it that you are not able to use it? But, when I passed your group, I saw you could do it.)
S: *Hehe, he'em. Kalau di grup kan pelan-pelan, mbak.* (Hehe, I did. It was because in the group I just needed to use low voice.)

(App/B/Int-9)

As implied in the data 4:28, some students excused that they were shy if they had to think aloud in front of the class and all of the students' attentions were directed to them. That was the reason why whole class practice of think-aloud did not seem to work.

However, as stated in the reflection of implementing the think-aloud strategy. The group works were not always interested for all students.

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- (4:29) R: *Kamu tadi kok waktu ordering cuma ngerjain sendiri, temenmu ga mau bantuin apa gimana? (Back then, why did you order the story alone? Didn't your friends want to help you?)*
S: *Ngga mbak. Emang aku lebih suka kerja sendiri mbak.* (No, miss. I just liked to do it alone.)

- R: ***Bukan karena teman-temennya ga enak kan?*** (It was not because you are awkward with your groupmates, was it?)
S: ***(cuma tersenyum)*** (smiling)

(App/B/Int-17)

Based on the data 4:29, the researcher noticed that in some groups, not all the members joined along during the learning process. Apparently, some students were not really comfortable with their group mates so they felt awkward to cooperate well with the group.

6) Providing learning logs and think-aloud monitoring sheets

This action was aimed to monitor the students' comprehension during and after the reading process. Learning logs and think-aloud monitoring sheet recoded the process their understanding and their thinking aloud so that the teacher could measure their understanding. The action ran well and it seems to be effective in helping the students to monitor their own reading process during the lesson.

Although the learning logs and the think aloud monitoring sheet were useful for the students, some students did not find it interesting to always do the same activities with the learning logs and think aloud monitoring sheet.

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- (4:30) R: *Dek rachma, tadi pelajarannya gimana?* (How was our lesson today, Rachma?)
- S: *Bagus sih. Tapi aku rada ga suka.* (It was good. But, I did not really enjoy it.)
- R: *Oya? Kenapa? Susah ya think-aloud?* (Really? Why? Is think-aloud difficult?)
- S: *Bukan, apa ya.* (No. Well...)
- R: *Gapapa, ngomong aja, ga tak marahin wes.* (It's okay, just say it, I will not mad, I promise.)
- S: *Terlalu banyak ngerjain gitu.* (It was too many things to do.)
- R: *Oo.. kamu ga suka kalau ngerjain learning log, terus ngisi monitoring sheet tadi ya?* (Oo.. you did not like to complete the learning logs and the think-aloud monitoring sheet?)
- S: *Ya bukan gitu, gimana ya.* (It's not like that. Well...)
- R: *Haha. Terus gimana?* (Haha. Then?)
- S: *Ya jangan terus-terusan langsung ngerjain. Dikasih jeda gitu.* (Just, don't work on tasks continuously. There should be some rest.)
- R: *.... kamu pengennya aktifitasnya seperti apa? Game gitu mungkin?* (What kind of activities do you like? Games, perhaps?)
- S: *Gitu juga bisa. Hehe.* (It could be. Hehe.)

(App/B/Int-10)

In the data 4:30, the student stated that she do not like the tasks that require too much efforts in it. She preferred activities which are more interactive like games.

The researcher discussed this problem with the collaborator and she suggested that it is a good idea to apply games in the learning activities so that the students would not get bored. In addition, the students need to learn new ways to implement the

think aloud strategy not only by using learning logs and think-aloud monitoring sheet.

With regard to the interviews with the students and the discussion with the collaborators and the English teacher, overall, the actions are believed to be effective in improving the teaching and learning process of reading class. The weaknesses which had been identified would be improved in the next cycle.

2. The Implementation of Cycle II

a. Planning of Cycle II

In regards with the reflection had been done in Cycle I, the actions in Cycle II were mostly similar to the actions implemented in Cycle I. However, some modifications were implemented to improve the result that had been gained in Cycle I. Considering the discussion with the collaborator the researcher planned the actions for Cycle II as presented below.

1) Implementing the think-aloud strategy

To improve the result that had been gained in Cycle I, the researcher planned to modify the implementation of the think aloud in the reading class of XI Imersi. In Cycle I, think-aloud was implemented in the whole class and groups. However, in Cycle II it implemented in pairs. This aimed to prevent the possibilities of inactive students in groups. Besides, the researcher complemented

this strategy with various activities so that the students would not get bored of it.

2) Using various materials from different sources

In Cycle I, the researcher had provided various materials from different sources, but she missed to consider the level of difficulty of the text. In delivering the materials, it should have been from the easier ones to the difficult ones. In Cycle II, she prepared various texts from the internet and other academic books and she had graded the level of difficulty, lexical density, and the length of the text.

Regarding that the material was spoof texts in Cycle II, the researcher prepared 4 very short different spoof texts, and two others text entitled *Pirate at a Bar* and *Saved by Stilts*. The 4 very short texts were used to play chain story game and the others were used in the usual think-aloud practice.

3) Applying the fix-up strategy in dealing with vocabulary

The problem in applying fix-up strategy in Cycle I was the lack amount of practices by the students. They were still confused in using the strategy. Consequently, they still tended to use mobile dictionary to find the word meanings. Therefore, in Cycle II, the researcher provided more chances for the students to practice it and explore their vocabulary mastery in class discussion.

4) Using PowerPoint Presentation as the media

The use of PowerPoint Presentation in Cycle I was considered successful. Thus, the researcher maintained this action in Cycle II. Moreover, she prepared more interesting slides and pictures to be the media in delivering the materials so that the students paid more attention towards her explanation.

5) Providing learning logs and think-aloud monitoring sheets

In Cycle I, some students still found it difficult to complete the learning logs and the think aloud monitoring sheets. After long explanation of the researcher, they started to acquire it by the second practice. They also stated that they wanted to try other types of activities beside filling the learning logs and monitoring sheet. There for the use of those assessment tool was reduced in Cycle II and the researcher prepared some new activity to replace them as the assessment tools.

6) Conducting credit points and group competition

In order to engage the students' participation in classroom activities, the researcher replaced the action of conducting group work or pair work with the implementation of credit points and group competition. These actions were believed to be more effective and interesting. The students could be more encouraged and be braver to involve in the classroom activities. The researcher prepared a group competition in the form of chain story activity

and she gave point for those who voluntarily answered the questions or expressed their opinion in the class.

Table 7: The Comparison of Actions in Cycle I and Cycle II

No.	Cycle I	Cycle II
1.	Implementing the think-aloud strategy: in groups	Implementing the think-aloud strategy: in pairs
2.	Using various materials from different sources	Using various materials from different sources
3.	Applying fix-up strategy in dealing with vocabulary	Applying fix-up strategy in dealing with vocabulary
4.	Using PowerPoint Presentation as the media	Using PowerPoint Presentation as the media
5.	Providing learning logs and think-aloud monitoring sheets	Providing learning logs and think-aloud monitoring sheets: reduced
6.	Conducting group work or pair work	Conducting credit points and group competition

b. Actions and Observations in Cycle II

In Cycle II, the actions were carried out in two meetings. Due to the natural disaster and the school agenda, the schedule which had been planned by the researcher changed. The teaching and learning schedule and its changes are presented in the following table.

Table 8: The Schedule of Cycle II

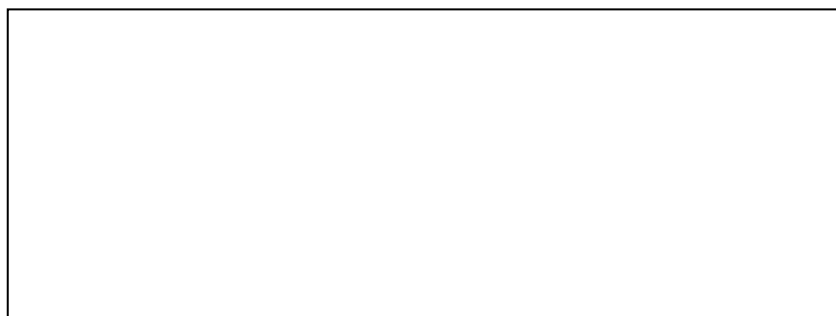
No.	Plans	Changes	Material
1.	Thursday, February 15 th 2014	Saturday, February 20 th 2014	Spoof texts: Four very short spoof texts, Pirate at a Bar, and Saved by Stilts
2.	Saturday, February 20 th 2014	Thursday, February 27 th 2014	

As stated before, in Cycle II, the students learnt about spoof texts.

The materials were taken from various sources and the learning

activities still focused on the implementation of the think-aloud strategy to improve the students' reading comprehension. The researcher, in this case, as the teacher provided some pictures to help in building the students' background knowledge. They are as follows.

Figure 3: Pictures Used in Cycle II



1) Meeting 1

The first meeting in Cycle II was begun by reviewing the previous materials. A discussion was carried out to check the students understanding about narrative texts and to recall their memories about the learning strategies they had learnt which were think aloud strategy and fix-up strategy. The teacher then told the students about the topic for the day.

The teacher built the students' background knowledge related to spoof texts by asking them about their funny or embarrassing moments. She asked them to share their experiences to the class but they all hesitated to do it. She then told them that there were credit points for the students who were active in the class.

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- (4:31) *R kemudian memberitahu siswa bahwa mulai hari ini siapa yang aktif di kelas akan mendapat poin. “I’ll give you rewards if you active in my class, so just try it. It is okay if it is very short.” “Rewards... hadiah? Jangan bilang nak dapet bolpen, miss. Aku dah punya. Haha.” “Ojo-ojo buku tulis. Hahaha” “Hadiah apa miss? Pin aja, miss. Hehe.” respon beberapa siswa. “It will be a secret, but I swear it is not ballpoint or notes.” (R then told the students that starting from now, those who are active in the class will get points. “I’ll give you rewards if you active in my class, so just try it. It is okay if it is very short.” “Rewards? Don’t say that it will be a ballpoint. I have it. Haha. “By all means, it is a block note. Hahaha.” “What kind of reward, miss? What about some pin? Hehe,” responded some of them. “It will be a secret, but I swear it is not ballpoint or notes.”)*

(App/A/FN-11)

The data 4:31 indicates that the students seemed to be enthusiastic about the credit points system.

Afterwards, a student voluntarily agreed to share her embarrassing moment to the class. Her friends jokingly said that her story was not funny at all. After the students got the big picture of spoof texts, the teacher asked them to make groups of 4. Since there were 29 students there were 7 groups in the class with one group had 5 members. She told them that they are going to have a game called chain story and that the winning group got the rewards. She explained the rules of the game patiently.

- (4:32) *“In this game you should retell your own story to your next-to-friend. Those who are in this line become the first person and those in that line become the last person. Jadi orang 1 retell ke orang 2, orang 2 ke orang 3, dan orang ke 4 menuliskan summary dari cerita pertama. Terus gantian, those who were the*

last person become the first, and the previous first become no.2, and so on. Do you understand?” “Yes.” “Nooooo. *Ulangi lagi, miss, pelan-pelan.*” *Kebanyakan siswa masih bingung dengan instruksinya. Setelah penjelasan kedua dan dengan memberikan contoh, mereka akhirnya mengerti.* (“In this game you should retell your own story to your next-to-friend. Those who are in this line become the first person and those in that line become the last person. So, the first person retells to the second one, the second one to the third one, and the last person had to write the summary of the story. Then, take turns, those who were the last person become the first, and the previous first become no. 2, and so on. Do you understand?” “Yes.” “Nooooo. Repeat it again, Miss, Slowly.” Most of them were still confused with instruction, but after the second explanation and by giving an example, they understood.)

(App/A/FN-11)

The data 4:32 illustrated that some of them were confused at first, but after some detail explanations they got the idea. She delivered the packets of short texts to the each group. There were 4 different stories in each packet, hereby, each member had different story. They should not tell their group mates about their stories. She gave the students about 5 minutes to acquire their text silently and to identify the difficult words by fix-up strategy.

In this activity, the first person in the group should retell her/his story to the second person, the second person to the third, and so on. The last person summarized the story in the worksheet. Next session, the last person became the first person and it continued till all of the stories were summarized.

The students were really excited in playing the game. They were struggling to retell the story but in a funny way.

(4:33) *Para siswa tampak bersemangat ketika melakukan game tsb. Setiap 5 menit mereka berganti tempat duduk dan siswa yang ada di ujung akhir harus berlari ke ujung awal. Suasana kelas menjadi bising tapi tetap terkontrol. Beberapa siswa tampak kesulitan menceritakan kembali isi ceritanya selain mereka harus membuat kalimat mereka sendiri, teman yang mendengarkannya nampak tidak mengerti apa yang ia bicarakan. "Duuh.. mosok ra mudeng-mudeng to, waktune selak entek." Kata Gesang kepada Eko, teman sebelahnya. Selama game, R mengecek keadaan masing-masing grup dan memastikan bahwa tidak ada grup yang berbuat curang. (The students seemed to enjoy the game. Every 5 minutes they changed the sitting positions and those were in the last should run to the first position. The class became noisy, but it was controlled. Some students seemed to struggle to retell the stories since beside they had to retell in their own words, their partners looked like they did not understand their talking. "Duuh.. why haven't you got it? The time is up soon," Gesang said to Eko, his group mate. During the game R checked the groups' works and ensured that there was no group that was cheating.)*

(App/A/FN-11)

The teacher monitored the game by walking around the class. She noticed that some students were misunderstanding with the story they had because they could not understand the twists in the spoof texts. They were talking very fast, and moving their positions to catch the time. After 20 minutes, the teacher stopped the game. The first group to finish was Fasa's group.

When all of the groups were finished, the teacher showed them PPT containing the stories. She then modeled how to think-aloud in reading the first story and to use fix-up strategy in dealing with difficult words. She then asked the students to tell what the story about and to practice using the fix up strategy

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- (4:34) “*Kalau wheel kan roda, miss. Feriss aku ga tau, tapi kalau diliat itu lokasinya di fairground, taman bermain... roda yang bisa dinaikin di taman bermain, jinontrol itu bukan sih. Haha.*?” “*Bianglala, huu bahasane, ndeso.*” *Salah seorang siswa membantu. Seluruh kelas tertawa. R memberikan siswa tsb poin*” (“Wheel is *roda*, isn’t it? I do not know Ferris, but if the place was in fairground... wheel that can be rode in fairground. Is it *jinontrol*? Haha.” “It is called as *bianglala*, huu, your language is really...,” a student helped her. The whole class was laughing. R gave her a point.)

(App/A/FN-11)

- (4:35) “What is pediatrician, Khrisna?” tanya R. “*sik-sik mbak. ‘We brought our newborn son, Adam, to the pediatrician for his first checkup.’ Bayi, dibawa ke pediatrician buat check up? Dokter anak? Ya kan?*” “Great!” kata R. (“What is pediatrician, Khrisna?” asked R. “Wait a moment, miss. *‘We brought our newborn son, Adam, to the pediatrician for his first checkup.’* A baby was brought to a pediatrician for check up? Is it *Dokter anak?*” “Great!” said R)

(App/A/FN-11)

In the data 4:34, the students practiced the fix-up strategy to solve the phrase ‘Ferris wheel’ and she got it right. The teacher asked the others to mention another word from the other texts and practice their fix-up strategy. It turned out that they have already understood how to make use of the strategy well.

Afterwards, the teacher and the class together discussed their summaries. Most of the students were incorrect in acquiring the text twists. Consequently, they did not find the texts are funny. She

then conducted questions and answers activity related to the stories they have read.

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- (4:36) *R memberikan pertanyaan-pertanyaan kepada siswa terkait isi dari teks-teks tsb. Mengetahui kalau mereka akan mendapat poin, para siswa berlomba-lomba mengangkat tangan mereka. Bahkan, ada 2 orang siswa yang terlihat selalu mengangkat tangan setiap kali diberi soal sampai-sampai teman-teman mereka berkomentar, “Wes, iki mengko sing paling akeh Hanifah mbi Gharin.” “Woo.. Hanifah, gantian mbi koncone.” Hanifah hanya tertawa-tawa saja. R menyadari hal tsb, maka R mencoba untuk mempersilakan siswa-siswa lain menjawab walaupun Hanifah atau Gharin mengangkat tangan lebih dulu. (R gave questions related to the texts to the students. Knowing that they will get a point if they answer them, they eagerly raised their hands. Even, there were 2 persons who always raised their hands every time the question is stated. Their friends then commented, “That’s it. The ones who will get the most points are Hanifah and Gharin.” “Woo.. Hanifah, gives your friends chances too.” She just laughed. R realized this condition and decided to point on other students though Hanifah and Gharin raised their hands first.)*

(App/A/FN-10)

Based on the data 4:36, it can be seen that the students seemed to be enthusiastic to answer the questions. As soon as the teacher gave the question, they excitedly raised their hands. Even, there were two students who always raised their hands whenever the questions were stated.

After answering the questions, the teacher then asked them to conclude what the main characteristic of spoof text is. They stated that there is a funny part at the end. She then closed the class by

telling that they were going to learn more about spoof texts in the next meeting.

2) Meeting 2

The teacher started the second meeting by reviewing the previous material, and then stated the learning objectives for the lesson. She told the students that after they had learned spoof with a game. In this meeting they learnt spoof by using think-aloud strategy as usual. She also reminded them that the credit points were still exist, thus they had to be active in the class.

The teacher showed the students some pictures of pirates. She asked them to do brainstorming about the pictures.

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- (4:37) *R kemudian menunjukkan gambar bajak laut kepada siswa dan meminta siswa mengungkapkan apa yang mereka pikirkan ketika melihat gambar tsb. Para siswa bersahut-sahutan berkomentar. "SpongeBob. Haha itu bajak laut yang di SpongeBob to, mbak? Haha." "Viking..viking." "Pirates of the Carribean." "Kakak tua." "Skeleton. Haha." "Sea" dan masih banyak lagi. (R showed the students some pictures of pirates and asked them to tell everything on their minds when they saw the pictures. They commented excitedly. "SpongeBob. Haha, that's the pirate in SpongeBob, isn't it?" "Viking..viking." "Pirates of the Carribean." "Sparrow." "Skeleton. Haha." "Sea." And many more.)*

(App/A/FN-12)

The data 4:37 describes that the students eagerly expressed their thoughts. She then told them that they were going to read a

text entitled A Pirate at a Bar. They predicted what they were going to read based on the pictures and the title.

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- (4:38) *Setelah itu R menunjukkan sebuah judul dan meminta siswa untuk memprediksi apa isi teks tsb nantinya. “Bar? Bar i kafe kaya’ gitu bukan, mbak? Mungkin pirate nya ke kafe terus mabuk. Hehe.” “Uh-uh, do you think so? Why was he drunk, in your opinion?” “Kalah perang? Hehe.” “OK. Let’s see whether your prediction is correct.”* (After that, R showed the students a title of text and asked them to predict what the text is about. “Bar? Is bar the same with cafe? Perhaps the pirate went to the cafe and got drunk. Hehe.” “Uh-uh, do you think so? Why was he drunk, in your opinion?” “He lost in a war? Hehe.” “OK. Let’s see whether your prediction is correct.”)

(App/A/FN-12)

The teacher asked the students to work in pair. She gave each pair the text and a think-aloud monitoring sheet. They should read the text and practice to think aloud, in pairs, by taking turns to read and to monitor their partners’ reading process. Before starting, she gave the model of the think-aloud of the first sentence.

-
- (4:39) *R mendemonstrasikan ber-think aloud untuk kalimat pertama. “A pirate was talking to a “land-lubber” in a bar’. Miss mbayangin ada seorang bajak laut, wajahnya seperti ini, kayak yang digambar. Dia lagi bicara sama seseorang di sebuah bar. Siapa ya orang itu? Kira-kira apa ya yang dibicarakan? Mungkin orang itu temennya? Apa mereka saling kenal? Land-lubber. Maksudnya apa?” Siswa memperhatikan yang dilakukan R. (R demonstrated to think aloud of the first sentence. “A pirate was talking to a “land-lubber” in a bar. I am imagining a pirate, now. His face is similar to the one in the picture. He is talking to a person in the bar. Who is this person? What are they talking about?*

Is he the pirate's friend? Do they know each other? What does 'land-lubber' mean?" the students paid attention to her.)

(App/A/FN-12)

While the students practice their think-alouds, the teacher monitored their thinking aloud and the process of their understanding by walking around and observing each pair's reading process.

- (4:40) **"The pirate responded, "I lost my leg in a battle off the coast of Jamaica!" Leg i kaki yo? Battle i opo Len? Battle dance.. adu nari. Dadi battle i adu, tanding, perang po? Mosok perang? Off the coast of Jamaica. Jamaica haha, nggone Bob Marley Len."** *R mendengarkan salah seorang siswa ber-think aloud. ("The pirate responded, "I lost my leg in a battle off the coast of Jamaica!" Leg means kaki, doesn't it? What is 'battle', Len? Battle dance.. adu nari, so battle means adu, tanding, war? Is it war? Off the coast of Jamaica. Jamaica Haha. It's Bob Marley's origin, Len. R heard a student was thinking aloud.)*

(App/A/FN-12)

- (4:41) **"Miss..miss.. peg leg tu apa, miss?" "Coba dipikirkan dulu, bayangain bajak laut." "iya, terus? Leg kan kaki kan? Oo anu, kakinya ga ada satu gitu to miss? Pake kayu gitu kan?" "Nah itu tau." "Hehe." ("What does it mean by peg leg, miss?" "Try to think, first, imagine a pirate now." "Yes. And then? Leg means kaki, right? Oo.. he lost one leg, wasn't he? Then he used wood." "See? You know it." "Hehe.")**

(App/A/FN-12)

Based on the students' practices of fix-up strategy in the data 4:40 and 4:41, apparently, the students were already accustomed to the think-aloud strategy and familiar with the use of the fix-up strategy in dealing with difficult words.

When they were done with their think-aloud practice they should accomplish the task based on the text. They needed to decide whether the information in the task is true or false. After that the teacher and the class check the answers together. They voluntarily raised their hands to answer the questions. She gave those who answered correctly points. They then discussed the main ideas of the text and what the text is about. They stated that the text was funny.

The next activity was checking the students competence related to the materials. First of all, the teacher gave each pair learning logs, and then she showed the students some pictures of people using some stilts. They did brainstorming on it. She wrote, *Saved by Stilts*, a title of text on the white board and asked them to predict what the text is about.

The teacher gave the text to the students. They had to use the think-aloud strategy in comprehending the text and applying the fix-up strategy to deal with the difficult words. This action aimed to check their understanding in reading a text using the strategies they have learnt without any guidance from the teacher. They also

recorded their comprehension and the words had been solved by fix-up strategy in the learning logs.

While they were doing the activity, the teacher monitored their reading process and the use of the strategy.

(4:42) ***“Tau arti kata otherwise dari mana? You didn’t use dictionary, did you?” tanya R kepada Damar. “Ngga mbak, suer. Nebak aja. Pakai fix-up strategy.” “Great, then.” (How did find the meaning of ‘otherwise’? You didn’t use dictionary, did you?” R asked Damar. “No, miss. I swear, just guessing it, using fix-up strategy.” “Great, then.”***

(App/A/FN-12)

Based on the data 4:42, it turned out that the students were already able to apply the strategy well and able to identify the main ideas of the text. They did not depend on the mobile dictionary anymore to find the word meanings.

Afterwards, the teacher asked the students to submit their learning logs. And the last phase in this meeting was confirmation. The teacher presented them the materials of spoof text, its social function, its organization of the text and its language features. When she explained the materials using PPT, the students focused on the slide. They responses her questions well. After that the teacher and the class summed up the materials they have been learnt. And then she ended the lesson.

c. Reflection of Cycle II

After the two meeting in Cycle II, the researcher and the collaborator did the reflection to discuss the teaching and learning process in Cycle II and the implementation of the actions during the reading class. The reflection considered the observation and the interview results during and after the teaching and learning process. Generally, the implementation of the planned actions ran well. The following are the results of the reflection in Cycle II.

1) Implementing the think-aloud strategy

The implementation the think-aloud strategy in Cycle II is believed to be successful in improving the students' reading comprehension. The think-aloud strategy helped the students to comprehend the text easily and improved their metacognitive awareness.

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- (4:43) R: *Kamu suka ngga belajar pakai think-aloud?* (Do you like to learn using think-aloud?)
S: *Suka.* (I do.)
R: *Kenapa?* (Why?)
S: *Lebih gampang buat mahamin teks.* (It's easier for us in understanding the text.)
R: *Oya? Lebih mudah nya seperti apa?* (Really? How was it easier?)
S: *Ya jadi lebih cepet. Nyari main idea, nyari kata susah. Jadi bener-bener ngerti gitu, mbak.* (It was quicker to find the main ideas and to recognize the word meanings. So, we really comprehend them, miss.)

(App/B/Int-23)

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- (4:44)
- R: *Dek leni uda bisa belum pakai think-aloud strategy? (Are you able to apply the think aloud strategy?)*
- S: *Udah, sih. Sebenarnya kita kan kalau baca juga kaya gitu, mbak. Cuma ngga diomongin.* (I am. Actually, when we are reading, we do this kind of thing, didn't we? But we do not say it.)
- R: *Iya, ini kan tujuannya supaya kalian aware sama proses berpikir kalian. Namanya metacognitive awareness.* (Yes, this strategy actually aims to make you aware of your own thinking. It is called as metacognitive awareness.)
- S: *Ya. Hehe.* (Yes. Hehe.)
- R: *Think-aloud mbantu kamu ga kalau lagi reading? (Did think-aloud help you when reading?)*
- S: **Membantu. Jadi lebih ngerti.** (It did. It helped me to really understand the text)
- R: *Waktu nyari main idea, kaya tadi juga pake think aloud? (In finding the main ideas, did you use think-aloud?)*
- S: *Pake'.* (I did.)

(App/B/Int-25)

The data 4:43 shows that the students felt easier to identify the main ideas and the details of information of the texts by applying the think-aloud strategy. In addition, as mentioned in the data 4:44 think-aloud strategy made the students aware of their own thinking process. Thereby, their metacognitive awareness improves.

After implementing the think-aloud strategy, the students' involvement in the classroom activities was improved a lot.

- (4:45)
- R: *... Tadi waktu mbak minta kalian buat ngungkapin pendapat kalian soal gambar-gambar, soal isi teks, gimana? (Back then, I asked you to express your ideas about the pictures and the texts. What do you think about it?)*
- S: **Bagus. Kelasnya jadi ga sepi.** (That was good. The class was not silent.)
- R: *Dek Azizah tadi juga sering ikut jawab kan? (You joined*

- actively too, didn't you?)
- S: *Iya. Hehe. Reflek gitu mbak, soalnya temen-temen juga pada jawab.* (I did. Hehe. That was reflex, miss, because they were answering as well.)

(App/B/Int-26)

Based on the data 4:45, it can be seen that the students became more stimulated to join the classroom discussion. In implementing the think-aloud strategy, they had to practice to verbalize their thought. When their friends started to share their ideas, those who were shy were stimulated to speak up, as well. Eventually, they felt more comfortable in expressing their ideas and opinions on something to the class.

2) Using various materials from different sources

In Cycle II, the researcher used various materials from different sources. This action is considered effective to create conducive class. The students seemed to be interested in learning with varied materials rather than using the LKS and course book from the school only.

-
- (4:46) R:, *Gimana pelajaran Bahasa Inggris selama ini?* (How was our English class?)
- S: *Enak mbak. Gue banget gitu mbak.* (It was enjoyable, miss. It was my style.)
- R: *Hahaha. Yang bener? Lo banget nya gimana?* (Really? How was it your style?)
- S: *Ya suka aja. Variatif, baca novel, main game, jadi ngga monoton.* (I just like it. The materials were varied. We read novel and conducted games. So, it was not monotonous.)
- R: *Emang biasanya kelas reading gimana?* (How was your usual reading class, then?)

- S: *Ya gitu.* (It was like that.)
 R: *Gitu gimana?* (Like what?)
 S: ***Baca teks, ngerjain soal, terus diterangin.*** (Reading a text, doing the exercises, and then explanation.)

(App/B/Int-27)

As implied in the data 4:46, the students were more motivated in joining the class with various materials and activities. They found that their English class was more enjoyable than before, when their activities were monotonous.

In this cycle, the researcher's choices of texts by considering the level of difficulty, lexical density, and the length of the text were suitable to the students' needs and competence.

3) Applying fix-up strategy in dealing with vocabulary

The application of fix-up strategy in dealing with difficult words in Cycle II ran well. At first, the students seemed to be confused of how to make use of this words learning strategy, but eventually, with more practices they acquire it.

-
- (4:47) R: *Menurutmu fix-up strategy mbantu buat nyari arti kata susah ngga'?* (Do you think that fix-up strategy helped you in finding the words meanings?)
 S: ***Mbantu. Lebih enak pake itu dari pada kamus. Terus juga mbak waktu itu juga ada kata yang tak cari di kamus ngga ada. Tapi nak pake itu bisa tau.*** (It did. I prefer using fix-up strategy to dictionary. Besides, there was one time I tried to find the meaning of a word in the dictionary but it doesn't exist and by using fix-up strategy I could recognize it.)
 R: *Oya? Kata apa?* (Really? What was it?)
 S: *Itu lho, waktu hari pertama... remarkable.* (From the first meeting... remarkable.)

- R: *Masa' ga ada di kamus?* (How could that word is not in the dictionary?)
 S: *Di kamus hape mbak. Ga ada wi.* (There is not, in the mobile dictionary.)
 R: *Berarti fix-up strategy keren ya?* (It means that fix-up strategy is cool, doesn't it?)
 S: *Haha gitu juga boleh, mbak.* (Haha. You can say so.)

(App/B/Int-24)

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- (4:48) R: *Kamu udah bisa belum pakai fix-up strategy?* (Are you able to use fix-up strategy?)
 S: *Udah lumayan bisa.* (Pretty well.)
 R: *Fix-up strategy membantu kamu ga kalau nyari arti kata?* (Did it help you in dealing with difficult words?)
 S: *Mbantu, mbak. Mbantu banget.* (It did. Really did.)

(App/B/Int-25)

Based on the data 4:47 and 4:48, the use of fix-up strategy is believed to be effective in helping the students improve their vocabulary mastery. The data 4:47 implies that fix-up strategy also reduced the students' dependency on the dictionary. They preferred to use fix-up strategy than the dictionary as the first alternative in dealing with difficult words because it was faster.

Despite its benefits, fix-up strategy seemed to be a little bit complicated to be used by the students who have limited background knowledge. Though fix-up strategy has its weaknesses, this is a learning strategy that is worth to be used in the learning process.

4) Using PowerPoint Presentation as the media

Generally, the use of PowerPoint Presentation as the teaching media is considered successful in gaining the students' attention during the teaching and learning process.

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- (4:49) R: *Kalau pake gambar-gambar gitu mbantu kalian ga sih dek?*
(Did it help you when we were using pictures in learning?)
S: *Mbantu, mbak. Kita jadi punya gambaran apa yang mau dipelajari gitu. Jadi penasaran sama teksnya.* (It did, miss. Thus, we had background knowledge about the text before reading it. We became curious about the text.)
R: *Gambarnya nyambung ngga sama teks yang dikasih?*
(Were the pictures relevant with the texts?)
S: *Nyambung, kok. Terus juga gambarnya lucu.* (Yes. In addition, the pictures were interesting.)

(App/B/Int-26)

- (4:50) R: *Selama ini kan mbak ngajar pakai PPT, tadi juga, menurut kamu gimana?* (During our lessons I used PPT, didn't I? So did today. What do you think about it?)
S: *Bagus. Jadi ada gunanya itu LCD nya mbak.* (That was good. Therefore, our LCD has its use.)
R: *Haha. Oya? Jarang di pake ya?* (Haha. Why? Is it rarely to be used?)
S: *Kadang-kadang, kalau presentasi.* (Sometimes, when we have presentation.)
R: *Tapi pakai PPT mbantu kamu jadi fokus waktu guru nerangin?* (Did the PPT help you to be more focused on the explanation?)
S: *Iya. Tadi juga ada gambar-gambarnya. Jadi lebih menarik.* (Yes. There were also some pictures, so it was more interesting.)

(App/B/Int-27)

As the data 4:49 and 4:50 described, the students were more focused in listening to the explanation when the teacher used the PPT. In addition, there were some pictures in the PPT that helped the students more in building their background knowledge before reading the texts. The pictures built their curiosity to read the text and increased their interest about the text.

5) Providing learning logs and think-aloud monitoring sheets

In Cycle II, the researcher only provided the learning logs and think aloud monitoring in the second meeting. This action seems to be effective in preventing the students' boredom towards the activity. Though they were still confused in completing the think-aloud monitoring sheet in Cycle I, they started to be accustomed to it in Cycle II.

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- (4:51) R: ***Tadi kan kita pakai learning logs sama think-aloud monitoring sheet lagi menurutmu gimana?*** (We used the learning logs and the think aloud monitoring sheet agin today. What do you think about it?)
- S: ***Ya bagus-bagus aja mbak. Tadi ngerjainnya kan berpasangan. Waktu yang kemarin-kemarin itu kalo lagi ngerjain kadang ada yang ga ikut ngerjain. Jadi gimana gitu.*** (It was fine, miss. We did it in pairs. In the previous meetings we worked in groups and sometimes some students did not join the work, so it was unfair.)
- R: ***Kamu uda mudeng ngisi monitoring sheet-nya?*** (Do you understand how to fill the monitoring sheet?)
- S: ***Lumayan. Awalnya emang bingung.*** (I think so. It was confusing at first.)

(App/B/Int-25)

As stated in the data 4:51, the students' think-aloud practices were more focused in Cycle II as they only worked in pairs and the practices were more intense. The use of learning logs turned out to be beneficial for both the students and the teacher. By filling the learning logs the students felt more organized in their reading process. For the teacher, it helped her to measure the students' understanding and to monitor the students' progress in learning.

6) Conducting credit points and group competition

The action of conducting credit points and group competition is believed to be effective in improving the students' engagement in the learning activities.

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- (4:52) R: *Oya mulai hari ini kan kita pakai sistem kredit poin? Menurutmu gimana?* (What do you think of the application of credit points?)
 S: *Bagus, sih. Jadi bikin kita lebih aktif.* (It is good. It encourages us to be more active.)

(App/B/Int-23)

- (4:53) R: *Gimana pelajaran kita hari ini?* (How was our lesson today?)
 S: *Asyik. Seru.* (It was enjoyable and fun.)
 R: *Suka ya main game kaya' tadi?* (Do you like to play game like that?)
 S: *Suka, jadi semangat. Hehe.* (I do. I was enthusiastic.)
 R: *Grup kamu yang pertama ya tadi?* (Your group was the winner, wasn't it?)
 S: *Iya donk mbak. Hahaha.* (Indeed. Hahaha.)

(App/B/Int-24)

Based on the data 4:52 and 4:53, the group competition encourages the students motivation in doing the learning activity so that they became the winner, whereas, the credit points gave the students more encouragement to be more active in joining the lesson. Those who were shy to speak individually in Cycle I found their bravery to speak up in Cycle II.

C. Students' Reading Comprehension Scores

Based on the reflection in Cycle II, The implementation of the think-aloud strategy is believed to be successful in improving the students' reading comprehension. The finding can be justified from the observations of the teaching and learning process and the interviews with the students and the collaborators.

To support the data from the observations and interviews, the researcher assessed the students' reading comprehension by conducting reading tests. The reading tests were in the form of multiple choices test. There were three reading tests carried out during this research. They are pre-test, progress-test, and post-test. They were conducted before, during, and after the implementation of the actions in order to measure the students' improvement along the process.

The pre-test was held on January 30th 2014. The progress-test was held at the end of the Cycle I, on February 13th 2014. And the post-test was carried out at the end of Cycle II, on February 27th 2014. The scores presented in the form of means. The means were compared to see the significance of the students' achievements. The comparison between the means supported the findings of the research. Because a student did not join the post-test, her reading scores in the

pre-test and progress test did not considered in analyzing the students mean scores, as well. The summary of the result of the students' reading tests is presented as follows.

Table 9: The Comparison of Students' Reading Comprehension Scores

Tests	Frequency	Means
Pre-test	28	64.39
Progress-test	28	70
Post-test	28	82.46

The table 9 shows that the mean score of students' post-test scores is higher than the mean score of both pre-test and progress-test. The increasing scores of the students' reading comprehension tests indicate that there is an improvement of the students' reading comprehension.

D. The General Findings

This research was started on January 30th, 2014 and ended on March 1st, 2014. It was aimed to improve the teaching and learning process of reading at the XI grade of SMAN 2 Klaten, in general, and to improve the students' reading comprehension, in specific, using the think-aloud strategy. Throughout the two cycles, all of the actions are considered successful. The following table shows the results of the action research.

Table 10: The Results of the Action Research

Pre-Condition	Cycle I	Cycle II
The class activity of reading was mostly questions and answers.	The teacher had designed various activities during the lesson such as classroom discussion, group works and pair works. But when the	The learning activities were more varied. The teacher modified the group work into group competition and the students were excited

	students were doing the group works, not all the members joined the activities well.	about it. The students also had Q & A activity with credit points to increase their interest.
The students found difficulties in identifying the main ideas and detail information of the text.	The students were able to identify the main ideas and details information of the text using think-aloud startegy. However, some students still tended to always choose the first sentence of the each paragraph as the main ideas. They did not try to use their own words in composing the main idea.	The students were able to identify the main ideas and details of information. They could compose their own sentence in creating the main idea, even it was easier by using think-aloud startegy.
The students were reluctant to express their ideas or opinion in the class.	The students were enthusiastic to tell their thoughts especially during the brainstorming and prediction parts. But, some students who are shy were still reluctant to participate in the discussion.	By conducting credit points and group competition the class became more alive. They were braver to express themselves.
The teacher did not use any kind of strategy to help the students in the learning process.	In this study, the teacher implemented the think-aloud strategy in order to help the students in comprehending the texts they read and to make them aware of their thinking process. The strategy seemed to work well and they felt that this startegy is benifical. However, some students were still confused about this startegy application.	The implementation of the think-aloud startegy ran well because the students started to accustomed to use it. They found it easier and quicker to comprehend a text using the startegy.
The source of reading texts was limited from	The students were given varied materials from	The students were provided various

course book and LKS.	different sources such as from novel, internet, and other resources books. They appreciated this action. However, there was missed calculation related the texts grading sequencing.	materials. The teacher had also graded and sequenced the texts based on the level of difficulty, lenght, and lexical density.
The students' vocabulary mastery was low.	The students were taught to use the fix-up startegy in dealing with difficult words. They felt easier to find the word meanings and it helped them to improve their vocabulary mastery, but some of them were still confused about its usage.	The students' vocabulary mastery was improved by the use of fix-up strategy. They were able to use the startegy after practices.
The students were not interested in listening the teacher's explanation	The students found it more interesting in listening to the explanation which is delivered through PowerPoint Presentation.	The students did not felt bored to listen to the teacher's explanation because of the use of PPT.
The teacher did not build the students background knowledge about the materials.	The students conducted brainstroming and previewing every time they were going to read a text with the help of pictures or the teacher's prompts.	The students felt easier to comprehend the text after building their background knowledge. They had the big picture of what they were going to read.
The students' engagement in classroom activities was low.	By using think-aloud strategy, the students' involvement towards the learning activities was improved. They shared their opinion freely about the topic, the pictues, and the texts were given. In the group works, they also cooperatively worked	The students actively participated in the classroom activities. Their engagement was improved in several ways such as their interaction to the teacher and among the students. They worked cooperatively during the group competition and

	together to finish the task. The students also did not hasitate to ask to the teacher when they found any difficulties.	eagerly answered the questions the teacher gave.
The teacher did not monitor the students' understanding about the text.	The students were given learning logs and think-aloud monitoring sheet to help both of them and the teacher to monitor their thinking process. Thus, when the students found any difficulties in comprehending the text, the teacher knew.	The teacher monitored and assessed the students' comprehension by analyzing their learning logs and think-aloud monitoring sheet. The students recieved some feedbacks on their comprehension so that they could improve their skill.

From the table above, it can be concluded that the think-aloud strategy accompanying with the actions which had been designed was believed to be effective in improving the teaching and learning process of reading class, in general, and improving the students' reading comprehension, in specific.

Since all the actions are believed to be successful in improving the students' reading comprehension and the objective of the research was obtained, the researcher and the collaborators agreed to end the research in Cycle II.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three aspects. They are conclusions, implications, and suggestions. These aspects are presented as follows.

A. Conclusions

After all the actions in the research were conducted, there are some points from the findings and discussion highlighted as the conclusions. The conclusions of the research are presented below.

1. The changes in the teaching and learning process of reading

After implementing the think-aloud strategy and its accompanying actions, the process of teaching and learning reading in XI Imersi improved. During the observation conducted in the reconnaissance phase, the reading class was passive. The teacher dominated the class and the students seemed to be not interested in joining the classroom activities.

Throughout the study, the researcher implemented the think-aloud strategy that required the students to speak up their thoughts. By practicing to verbalize their thoughts, consequently, the reading class became more conducive. The students were no longer the ones who always received the treatments but they became the ones who built their own understanding, and monitor their own thinking process.

The class is considered to be more conducive by the use teaching media and various learning materials. The use of media and varied materials

supported the process of delivering the materials. Therefore, the class was not boring and the students were easier to acquire the materials.

2. The changes in the students' behaviors

After the implementation of the think-aloud strategy, the students became more aware of their own thinking process while reading a text (metacognitive awareness). They paid attention to what they read so that they feel easier in understanding the text.

The use of the fix-up strategy also trained the students to become autonomous learners. They did not depend on the use of dictionary anymore. They could register the word meanings by exploring their own thinking. Thereby, their vocabulary mastery improves. The students also paid more attention towards the teacher explanation with the help of PowerPoint Presentation as the media. Their participation on the learning activities seemed to be better, as well. They did not hesitate to share their ideas and worked cooperatively with their partners during the group or pair work.

3. The students' reading scores improvements

To support the main data of the research, the researcher conducted the reading tests to measure the students' comprehension quantitatively. The researcher held the pre-test, progress test, and post-test before, during, and after the implementation of the actions. It turns out that the students' reading mean scores improve from 64.39 in the pre-test, to 70 in the progress test, and to 82.46 in the post test. The increasing scores of the students' reading

comprehension tests indicates that there is an improvement of the students' reading comprehension.

B. Implications

There are some implications due to the result of this research. The implications of the actions are described as follows.

1. The use of the think-aloud strategy is believed to be successful in improving the students' reading comprehension. The think-aloud strategy helps the students to pay attention to what they read and requires them to search for the context clues in the text to make sense of what they read. It slows down the reading process but not time consuming as the students just need to read the whole text once to comprehend the text.
2. The think-aloud strategy is believed to be effective to build the students' metacognitive awareness. Based on the data, some students stated that they have done this kind of thinking process during their reading, but they did not aware of what they have been doing. The think-aloud strategy provides the chances for the students to monitor their thinking process during reading a text.
3. The implementation of think-aloud strategy is believed to be beneficial for the teacher to monitor and repair the students' comprehension during reading. Think-aloud can be implemented in whole class discussion, in groups, in pairs, or individually. In whole class discussion, the teacher can directly give feedback to their thinking aloud. While in group/pair

work, their think aloud can be recorded in the learning logs and the think aloud monitoring sheet. These assessment tools can help the teacher to measure the students' comprehension.

4. The application of fix-up strategy is believed to be effective in overcoming the students' problem in dealing with difficult words. Though, fix-up strategy depends on the students' knowledge, it helps the students to find the word meanings faster and easier. Fix-up strategy reduces the students' dependency on the dictionary. Apparently, it is also advantageous to be used during tests or examination.
5. The use of media and various materials in the teaching and learning process is believed to be successful to attract the students' participation and attention towards the learning activities. The PowerPoint presentation completing with pictures increases the students' interest during the lessons. The varied materials from different sources improve the students' experiences of reading different types of reading texts.

C. Suggestions

After conducting the research, the researcher gives several recommendations for the students, the English teacher, and other researchers. They are presented below.

1. To the students

Practice makes perfect. Therefore, if the students want to learn new things, they should practice diligently. They should not easily to give up on

something before they try their hardest to make use of it. It is the same with learning English. Reading class actually can be an enjoyable class if they can give positive contribution on it.

2. To the English teacher

It is necessary to provide some learning strategies in the teaching and learning process to help the students acquiring what they learn including in the reading class. In learning foreign language, in this case, English, the students need the help learning strategies so that the learning process runs efficiently and effectively. Thus, the think-aloud strategy is really suggested to be used in teaching and learning process of reading.

3. To other researchers

It is recommended that the other researchers who want to conduct similar research can improve and explore other alternative kinds of strategy to improve the teaching and learning process and also the students' reading comprehension. It is also suggested that the findings of this research can be used as an input in conducting other researches.

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APPENDICES

APPENDIX A

FIELD NOTES

No. : FN-01
 Hari, tanggal : Rabu, 30 Oktober 2013
 Kegiatan : Minta izin observasi
 Responden : R = Researcher
 L = Lia
 BT = Bu Tri Asrini
 BH = Bu Hermin Pitoyowati, S.Pd.

Pukul 8.15 R tiba disekolah bersama dengan L. R datang untuk menjadi kolaborator L dalam penelitiannya. Selama jam istirahat R menemui mantan guru pembimbing PPL untuk bersilaturahmi dan berkonsultasi tentang rencana penelitian yang akan dilakukan R. BT menyarankan R untuk mengambil subjek penelitian kelas XI saja karena kelas X waktu pembelajaran untuk Bahasa Inggris hanya 2x45 menit dalam seminggu, sedangkan untuk kelas XII proses belajar mengajar dan siswa sudah harus fokus pada ujian nasional sehingga tidak mungkin digunakan untuk penelitian. BT kemudian menyarankan agar menemui BH untuk minta izin menggunakan kelas yang BH ajar sebagai subjek penelitian.

R kemudian menemui BH untuk meminta izin untuk melakukan penelitian dikelas beliau. BH memperbolehkan R untuk mengambil data dikelas beliau, tetapi R harus meminta izin ke TU dan kepala sekolah dahulu serta menyerahkan surat izin penelitian. R mengatakan akan segera mengurus perizinan setelah semua persiapan selesai. R mengatakan sebelum penelitian ia harus melakukan observasi terlebih dahulu. BH memperbolehkan dan mengajak R untuk masuk kelasnya minggu depan di kelas XI IPS1 jam 1 dan 2. R berjanji kepada BH dan BT untuk kembali membantu L melakukan penelitian setelah jam istirahat selesai.

No. : FN-02
 Hari, tanggal : Rabu, 7 November 2013
 Kegiatan : Observasi
 Responden : R = Researcher
 ET = Bu Hermin Pitoyowati, S.Pd.

R tiba disekolah sekitar pukul 6.20. R bertanya kepada satpam di depan kantor guru apakah bu Hermin sudah tiba. Ia meminta R untuk menunggu saja di ruang tunggu samping ruang guru. Pukul 6.30 bu Hermin tiba, R langsung mengkonfirmasi bahwa ia akan melakukan observasi hari ini. Bu Hermin langsung mengajak R ke kelas begitu bel berbunyi.

The bell rang at 06.45 o'clock. The ET and the R came to the class at about 06.55. When the ET came, some Ss were still sweeping the floor and some were still sitting in front of the classroom door. "Good morning," the ET greeted the class. Ss immediately took their seats and only some Ss answered the greetings. The ET

leded the class to sing the national anthem, first. The R sat at the back of the class.

After finishing the song, it was already 07.15 o'clock. The ET then asked the Ss to open the course book page 116. It was a story about Cinderella. The ET asked one of the Ss to read the first paragraph aloud while the others were listening. After finishing the reading, the ET asked the class, "Do you find any difficult words, class?" A student at the front row said, "Feast tu apa, ma'am?" The ET then answered, "Feast itu perayaan, any other?" A Student then asked a word and the ET asked him to find it out in the dictionary but he did not bring it. The ET then nagged at the student for a moment about not bringing a dictionary in the English class. The class continued by the ET asking the other Ss to finish read the story aloud and identified the difficult words.

The ET called a student named Rizki to identify the main idea of the paragraph, but he just kept silent. Then the ET asked another student. Then they discussed about the main ideas of the story. There were only a few Ss actively joined the discussion. The ET asked the Ss to finish the following task related to the text. After 10 minutes, the ET asked the Ss to voluntarily answer the questions but no one wanted to. She then called the Ss one by one by their names to answer each question.

The next part of the course book was material about modal auxiliary. The ET explained the material on the white board. Only those who were at the front rows were paying attention and taking notes. Some Ss at the back were busy with their activities such as chatting, playing with cell phones, and just laying their heads on the tables. Two boys at the back corner were even playing with soccer ball under the table.

After explaining the material, the Ss were given 15 minutes to do the exercise on the course book. The ET and the Ss then discussed the answers together. The class ended at 08.15 o'clock. The ET then asked the Ss to open their LKS page 4. She asked the Ss to read the story on the LKS at home and answer the questions based on the text. The Ss also had to translate the difficult words they found. She closed the class.

R bersama BH kembali ke ruang guru. R berpamitan kepada BH. R minta izin kalalu esok hari akan kembali untuk wawancara karena BH saat ini akan mengajar lagi. BH mempersilakan.

No. : FN-03
 Hari, tanggal : Kamis, 8 November 2013
 Kegiatan : Wawancara terkait proses pembelajaran Bahasa Inggris
 Responden : R = Researcher
 BH = Bu Hermin Pitoyowati, S.Pd.

Pukul 09.30 R tiba di sekolah dan menunggu BH sampai tiba waktu istirahat. BH menyapa R dan menanyakan kabar. R menyampaikan maksud kedatangannya yaitu untuk melakukan wawancara kepada BH terkait proses pembelajaran Bahasa Inggris di kelas. BH mempersilakan. R menanyakan bagaimana respon siswa ketika belajar Bahasa Inggris selama ini. BH menjawab kalau hal itu tergantung banyak hal, seperti materi, media yang dipakai, situasi sekolah, dan juga jam pelajaran. Kalau materi dan medianya menarik siswa juga antusias mengikuti pelajaran. Jika sekolah sedang ada event tertentu siswa jadi tidak fokus terhadap pelajaran dan jika jam pelajarannya di siang hari siswa sudah merasa malas untuk mengikuti pelajaran dengan antusias.

R menanyakan selama ini siswa mengalami kesulitan apa ketika belajar Bahasa Inggris. BH mengatakan bahwa siswa itu grammarnya masih jelek dan perbendaharaan katanya masih sangat kurang. R menanyakan dari 4 skills yang ada dalam bahasa Inggris mana yang dianggap paling sulit untuk siswa dan BH mengatakan kalau writing dan reading yang paling susah sebab grammar dan vocabulary mereka masih kurang. Siswa juga cenderung sulit konsentrasi ketika diminta membaca teks panjang.

R dan BH kemudian mendiskusikan skill apa yang sebaiknya difokuskan dalam penelitian dan akhirnya sepakat untuk meningkatkan skill reading saja karena skill tsb dianggap lebih mendesak untuk siswa gunakan kedepannya. BH menyampaikan aktifitas reading yang beliau lakukan sehari-hari mulai dari memberi input teks dengan listening, sampai penilaian dengan memberikan siswa soal-soal terkait teks. BH tidak pernah melakukan perlakuan khusus untuk meningkatkan penguasaan vocabulary siswa karena fokus terhadap genre teks saja.

BH bercerita bahwa beliau pernah menerapkan teknik jigsaw ketika mengajar reading tapi sudah lama tidak memakainya lagi. R kemudian menyampaikan ide tentang strategi think-aloud. R menggambarkan bagaimana Think aloud dipakai dikelas dan apa strengths dari strategi tsb. BH merespon positif terhadap strategi tsb. R kemudian pamit kepada BH dan akan kembali lagi untuk membawa surat izin serta minta izin kepada kepala sekolah.

No. : FN-04
 Hari, tanggal : Senin, 27 Januari 2014
 Kegiatan : Izin Penelitian, Konsultasi subyek penelitian, Materi
 Responden : R = Researcher
 BH = Bu Hermin Pitoyowati, S.Pd.
 BN = Bu Nur Baity

R tiba di sekolah setelah mengurus surat izin dari BAPPEDA pukul 09.00 pagi. R langsung menuju ruang TU untuk menyampaikan surat kepada petugas TU. Petugas menerima suratnya dan mengatakan setelah ini R harus menghadap

kepala sekolah dulu untuk minta izin secara langsung. Tetapi, kepala sekolah sedang tidak ada ditempat. R menunggu sesaat dan memutuskan untuk menemui BH di ruang guru. Pukul 09.30 BH masuk ruang guru, R masuk dan BH menanyakan kabar R.

R menyampaikan kepada BH bahwa ia sudah menyerahkan surat kepada TU tapi belum bertemu kepala sekolah karena beliau tidak ada ditempat. R menanyakan kelas apa saja yang diampu oleh bu H. BH menjawab bahwa ia mengampu kelas XI Imersi, XI IPA 1, XI IPA 2, dan XI IPS 1. R menanyakan kelas mana yang sebaiknya dipakai sebagai subjek penelitian. Awalnya BH menyarankan kelas XI IPS 1 karena kelas tsb adalah kelas yang sudah diobservasi, tetapi mengingat R harus menjalankan penelitian dan mengikuti langkah-langkah tertentu sesuai strategi yang akan dipakai, BH menyarankan kelas XI Imersi saja karena dianggap siswanya lebih bisa kooperatif terhadap R. Kelas XI imersi juga sudah memiliki fasilitas yang lengkap dibandingkan kelas lain. Untuk kemampuan reading semua kelas sebenarnya sama, ada yang sudah baik dikelas tapi pasti ada saja yang rendah jadi tidak masalah kelas apa yang dipakai.

R menanyakan bagaimana hasil tes semester kemarin kepada BH. Beliau menjawab bahwa selalu ada saja anak yang nilainya jelek dikelas, kurang lebih 5 orang. Hal ini karena siswa tidak fokus ketika mengerjakan soal, apalagi teksnya banyak dan panjang sedangkan siswa cuma punya waktu terbatas.

BH mengatakan kalau untuk kelas XI imersi beliau team teaching dengan BN. Jadwal beliau setiap hari Kamis jam ke 1-2. R menyampaikan niatnya untuk menggunakan kelas milik BN juga ketika penelitian. Tetapi, BH tidak bisa memastikan. Beliau takut jika siswa nanti akan bosan dan kehilangan banyak materi kalau kedua kelasnya dipakai sekaligus. BH menyarankan R untuk berkonsultasi kepada kepala sekolah dahulu terkait hal tsb.

BH menyampaikan bahwa saat ini beliau sedang mengajar spoof, dan R juga menyampaikan kalau ia sudah menyusun RPP dengan materi narrative dan spoof juga. R kemudian menanyakan maksudnya untuk melakukan pre-test terlebih dahulu sebelum mengambil data. BH mempersilakan saja dan mengatakan bahwa R harus menemui kepala sekolah dulu, apabila sudah disetujui, R boleh segera melakukan pre-test. R memutuskan untuk kembali ke ruang TU menanyakan tentang kepala sekolah dan petugas TU menyarankan R untuk kembali lagi nanti saja karena kemungkinan bapak kepala sekolah pergi lama. R kemudian berpamitan dan berkata kalau nanti akan kembali lagi.

Pukul 12.15 R kembali lagi ke sekolah untuk menemui kepala sekolah namun beliau masih belum kembali. R kemudian diminta petugas TU untuk kembali saja besok pagi.

No. : FN-05
 Hari, tanggal : Selasa, 28 Januari 2014
 Kegiatan : Izin Penelitian
 Responden : R = Researcher
 BN = Bu Nur Baity

R tiba di SMAN 2 Klaten pukul 8.30 WIB untuk menemui kepala sekolah. R menunggu di ruang Tata Usaha. Petugas mengatakan kalau bapak kepala sedang mengajar. Pukul 9.30 WIB R bertemu dengan seorang guru dan menanyakan keperluan R. Guru menyarankan untuk menemui wakil kepala sekolah bagian humas dahulu sebelum menemui pak kepala kalau mau minta izin penelitian.

R kemudian menunggu bapak Wakasek, Bapak Agus, di ruang tunggu karena beliau sedang keluar melayat. Pukul 10.30 pak Agus tiba di sekolah. R langsung menemui dan menyampaikan keperluan. Pak Agus meminta surat izin penelitian dan proposal dari R. R menyampaikan garis besar rencana penelitian yang akan dilakukan. Pak Agus mengizinkan R melakukan penelitian dan akan mengantarkan R menemui BN, guru Bahasa Inggris, untuk memperkenalkan R dan meminta bantuannya untuk membimbing R selama penelitian. Akan tetapi BN sedang tidak ada di tempat, jadi pak Agus meminta R untuk kembali esok hari. R kemudian berpamitan kepada pak Agus dan petugas TU.

No. : FN-06
 Hari, tanggal : Rabu, 29 Januari 2014
 Kegiatan : Izin Penelitian, Konsultasi reading tests dan RPP
 Responden : R = Researcher
 BH = Bu Hermin Pitoyowati, S.Pd.
 BN = Bu Nur Baity

Sekitar pukul 9.15 WIB R tiba di sekolah. R bermaksud menemui pak Agus seperti yang diminta beliau kemarin. Pak Agus ternyata sedang sibuk di ruang guru. R kemudian menunggu hingga pukul 9.50 dan kebetulan R berpapasan dengan BN. R memutuskan untuk menemui BN sendiri. R memperkenalkan diri kepada BN dan menyampaikan maksudnya yaitu ingin melakukan penelitian dan akan menggunakan kelas beliau sebagai subyek penelitian.

BN bertanya tentang topik dari penelitian R dan bagaimana tahap-tahap pelaksanaannya. R menjelaskan bahwa R akan meningkatkan kemampuan reading comprehension siswa menggunakan Think-Aloud Strategy serta menjelaskan langkah-langkah dari strategi tsb. R juga mengkonsultasikan RPP dan reading tests yang sudah R buat untuk di gunakan selama penelitian. BN memeriksa dan memberi komentar terhadap RPP dan tests tsb. Bu Nur berkata kepada R jika beliau juga ingin meminta copy-an dari RPP dan tests tsb.

BN menyambut baik niat R dan mempersilakan R untuk segera memulai penelitiannya. BN menjelaskan jadwal mengajar beliau dan jam-jamnya. BN dan R juga berbincang-bincang terkait kegiatan belajar-mengajar siswa, apa yang disukai siswa dan tidak disukai siswa. Beliau juga bercerita pengalaman mengajar beliau sebelum mengajar di SMAN 2 Klaten.

Setelah memutuskan untuk masuk kelas XI Imersi, hari Sabtu minggu depan, jam ke 1 dan 2, R berpamitan dan menemui BH untuk memastikan kapan R dapat melakukan pre-test. BH terlihat sedang sangat sibuk jadi R hanya bertanya sedikit dan terburu-buru. R menyampaikan kalau ia ingin melakukan Pre-test hari Kamis tanggal 30 Januari besok. BH menyetujui.

No. : FN-07
 Hari, tanggal : Kamis, 30 Januari 2014
 Kegiatan : Pre-test
 Responden : R = Researcher
 BH = Bu Hermin Pitoyowati, S.Pd.
 BN = Bu Nur Baity

Karena jadwal Bahasa Inggris dilaksanakan pada jam pertama dan kedua, R tiba di SMAN 2 Klaten pukul 06.30. R langsung menuju ruang guru untuk menemui BH dan mengkonfirmasi bahwa R akan melakukan pre-test hari ini. BH mempersilakan R untuk langsung masuk saja ke kelas tanpa beliau. R menyampaikan kalau ia hanya akan menggunakan waktu 45 menit saja dan BH nanti akan menyusul untuk masuk kelas di jam kedua. R lalu mengundurkan diri dan begitu bel berbunyi pukul 06.45 R langsung menuju kelas XI Imersi.

Beberapa siswa masih duduk-duduk diluar ketika R tiba di kelas. Siswa bertanya-tanya ketika R masuk kelas. R kemudian menyapa kelas dan menyampaikan bahwa hari ini ia akan mengambil jam BH. Karena ketika KKN-PPL tahun 2012 R pernah mengajar kelas tsb sekali, beberapa siswa masih mengenali R.

Sebelum kelas dimulai, telah menjadi kebiasaan SMAN 2 Klaten, siswa bernyanyi lagu Indonesia Raya terlebih dulu. Setelah selesai R menyampaikan maksud kedatannya yaitu bahwa ia akan melakukan penelitian dengan kelas mereka jadi selama beberapa waktu kedepan mereka akan belajar dengan R. Siswa memberi respon positif terhadap hal tsb, justru mereka senang kelas BH digantikan. Maka itu, pada hari ini R harus melakukan pre-test terlebih dahulu. Siswa banyak yang mengeluh dengan adanya tes, tapi mereka mau melaksanakannya.

Siswa diberi waktu 40 menit untuk mengerjakan soal sebanyak 30 poin. Beberapa siswa tetap saja menyontek ketika mengerjakan walaupun R sudah menjelaskan bahwa mereka tidak perlu menyontek karena itu hanya tes untuk mengetahui kemampuan mereka saja. Kondisi kelas cukup berisik karena banyak siswa yang saling berbisik-bisik. Setelah selesai R mengumpulkan hasil tes siswa dan

mempersilakan BH yang sudah menunggu di luar untuk meneruskan kelas. R keluar kelas dan meminta kepada BH untuk mengajak 4 orang anak untuk diwawancara sebentar. Setelah selesai R kemudian berpamitan kepada BH dan kelas.

No. : FN-08
 Hari, tanggal : Kamis, 6 Februari 2014
 Kegiatan : Pertemuan 1
 Responden : R = Researcher
 BH = Bu Hermin Pitoyowati, S.Pd.
 C = Collaborator

Ketika R tiba di kelas, 2 orang anak masih belum selesai melakukan piket. BH kemudian mempersilakan R untuk masuk kelas dan langsung saja mengajar. BH dan C duduk di kursi belakang. R kedepan dan menyapa siswa. Salah seorang siswa maju ke depan untuk memimpin bernyanyi lagu Indonesia Raya. Setelah selesai R membuka kelas dan mengecek kehadiran siswa. 1 orang siswa tidak masuk hari ini.

R memberitahu siswa nilai rata-rata dari hasil *pre-test*. “Kok jelek to, *miss*? Haha.” Celetuk seorang siswa. R bertanya, “*Are you satisfied with the score?*” dan mereka serentak menjawab tidak. R kemudian menyampaikan bahwa tujuannya melakukan penelitian disini adalah untuk meningkatkan kemampuan reading mereka khususnya pemahaman mereka dengan strategi *Think-Aloud*. Siswa tampak antusias dengan rencana tsb.

R memulai pelajaran dengan menjelaskan konsep dari *think-aloud* dengan menggunakan media *powerpoint presentation*. Ada 6 macan respon yang digunakan dalam *think-aloud* dan R memberikan contoh dari masing-masing respon. R menerangkan bahwa hari ini mereka akan belajar membaca sebuah novel dengan strategi tsb.

R kemudian menunjukkan gambar cover dari novel *The Chronicles of Narnia: Prince Caspian*. Siswa tampak sangat tertarik dengan gambar tsb. “Wah, *opo e kui?*” “Ceritanya tentang *Lion* pasti tu mbak.” “Apik yo *cover e?*” respon dari beberapa siswa. R bertanya kepada siswa, “*What do you think when you look at the picture?*” “*Lion*”, “Perang, *miss.*”, “Bagus”, “Oh, aku pernah nonton filmnya itu kaya’ e, *miss.*” Jawab siswa. Kemudian R meminta siswa memprediksi cerita yang akan mereka baca. Para siswa berbagi pendapat mereka.

Siswa diberikan potongan dari novel tsb yang berjudul ‘The Island’ siswa kemudian diminta memprediksi isi teks tsb. “Pasti perangnya di pulau itu mbak.” “Istananya pangeran lokasinya di pulau, *miss.*” “Cerita pangeran yang terdampar di pulau gitu, *miss.*” Ucap para siswa. R kemudian membaca 2 kalimat pertama dari teks tsb dan memberikan model *think aloud*. R mengumumkan apa yang dia

pikirkan ketika membaca, “Jadi, ada 4 orang anak di cerita ini, 2 laki-laki dan 2 perempuan.” Kemudian ia membaca lagi, “Berarti, sebelum buku ini, ada buku lain. Jadi ceritanya bersambung. ada ‘lion’, singa, ‘witch’, penyihir sama wardrobe.” R juga mempraktekkan penggunaan *fix-up strategy* untuk mencari makna kata sulit, “remarkable tu apa ya? *Re-mark-able* menjelaskan kata *adventure* kan, berarti *adjective*. *Re*-diulang kembali. *Mark*-tanda/bekas. *Able*-bisa. Yang berbekas dan bisa diulang kembali. Berarti pengalaman yang berkesan.”

Setelah R melakukan *modeling*, R meminta siswa untuk berlatih *think-aloud* untuk kalimat selanjutnya. Ketika R menunjuk seorang siswa, dia justru mengartikan setiap kata yang ada dalam kalimat tsb. R kemudian membimbing siswa tsb dengan memberikan pertanyaan-pertanyaan untuk ia jawab terkait kalimat tsb. Seorang siswa bertanya, “Wardrobe, tu apa, miss?” “*Use the fix-up strategy, like I did before, please. Try it.*” jawab R. “Wardrobe, berarti war sama drobe, war i perang to, miss? drobe i, jatuh itu bukan. Berarti jatuhnya perang, nuh.” R kemudian menjelaskan kalau *fix-up strategy* tidak hanya mengurai kata, tapi juga melihat *context clues*, seperti kata-kata sebelum kata tsb. “*Think first. Is it adjective/verb/naoun/adverb?*” “Noun kaya’e, mbak.” “*Then, what is something that have a door and can be opened, there is space in it?*” “Lemari, to? Oalah.” “*Yes, that is how fix-up strategy works, do understand?*” “Yes, mbak, sitik.”

R melanjutkan membimbing siswa think aloud pada kalimat-kalimat berikutnya sampai habis paragraf pertama. Siswa juga berlatih memakai *fix-up strategy*. Setelah beberapa kali mencoba, tampaknya mereka sudah mengerti bagaimana menggunakannya. R mencontohkan bagaimana mencari *main idea* dari paragraph pertama. *Main idea* dari paragraph pertama adalah kalimat pertama.

Setelah itu R meminta siswa membentuk kelompok masing-masing 4 orang. Per kelompok diberikan *learning logs* dan *think-aloud monitoring sheet*. R menjelaskan bagaimana cara mengisi lembar tsb. Dalam kelompok, siswa harus bergantian ber-*think-aloud*. Salah seorang temannya akan mengisi *monitoring sheet* sesuai proses *think-aloud* yang dilakukan temannya. Siswa lain mengisi *learning logs*. Demikian bergantian sampai semua anggota mendapat giliran berlatih.

Banyak siswa yang masih bingung bagaimana mengisi *monitoring sheet*-nya. R memberikan contoh untuk mengisi masing-masing respon yang ada pada lembar *monitoring* dan berkeliling ke masing-masing grup untuk membantu apabila mereka mengalami kesulitan. Beberapa grup tampak asyik melakukan think-aloud bahkan seorang siswa terlihat ber-*think aloud* sambil memperagakan gestur-gestur ketika ber-visualisasi.

Seorang siswa bertanya, “Mbak bedanya *brain storming* sama *prediction* tu apa sih?” setelah R mengecek learning logs siswa. Ternyata banyak dari mereka yang masih bingung tentang perbedaan keduanya. R kemudian menjelaskan bedanya. “*Anyone of you already know about the differences between brain storming and prediction?*” Gesang kemudian angkat tangan. “Saya tau, miss.” “Gini lho temen-

temen, nag *brain storming* tu opo sing mbok ngerteni soal topik kui, judul kui. Nak *prediction*, yo prediksi, nganggo ‘akan’ ngono.” Kemudian ia membackan hasil pekerjaannya kepada kelas. Para siswa hanya merespon, “Ooo...”

Setelah siswa selesai mengisi *learning logs* dan *monitoring sheet*. R bersama siswa membahas hasil pekerjaan mereka. R mengecek pekerjaan siswa terkait *vocabulary*. Seharusnya mereka menggunakan *fix-up strategy* untuk menemukan arti kata, tapi beberapa siswa masih menggunakan kamus atau bertanya teman mereka. “*How did you find the meaning of this word?*” “Hehe, tadi pake *alfalink miss*.” “*How did you know that journey is perjalanan?*” “Unerri yang nagsih tau, mbak.” R lalu meminta perwakilan dari masing-masing grup membaca kan main ideas mereka dan mempraktekkan *think aloud*. Beberapa siswa masih malu untuk ber-*think aloud* didepan kelas. R kemudian memberikan *feedback* terkait pekerjaan mereka. R meminta siswa mengumpulkan semua lembar pekerjaan mereka dan kemudian menutup kelas. R dan C kembali ke ruang guru untuk berbincang-bincang dengan BH.

No. : FN-09
 Hari, tanggal : Kamis, 8 Februari 2014
 Kegiatan : Pertemuan 2
 Responden : R = Researcher
 C = Collaborator

R tiba dikelas tepat pukul 6.45 WIB, beberapa siswa masih duduk-duduk di depan kelas. R datang sendiri karena C terlambat. R mengajak semua siswa masuk dan mengucapkan salam. Seperti biasa sebelum kelas dimulai R dan siswa berdoa dulu, lalu menanyakan lalu Indonesia Raya bersama.

Kelas dimulai dengan R me-review materi pertemuan sebelumnya yaitu fantasy story dan think-aloud strategy. Setelah itu R memberitahu siswa topik untuk hari ini, “*Today, we are going to read a really touching story.*” R kemudian menuliskan kata ‘Friendship’ dengan besar di papan tulis. Kemudian R meminta siswa untuk membuat grup terlebih dahulu. Beberapa siswa mengeluh, “Grup terus, miss. Pasti nanti kita juga *think-aloud* lagi kaya’ kemarin. Ya to?” R hanya tersenyum saja.

Setelah membentuk grup, mereka diberikan *learning log*. R meminta siswa untuk mengutarakan apa yang mereka pikirkan ketika mendengar atau melihat kata ‘Friendship’. Siswa tampak antusias berkomentar. “Sahabat sejati, *miss*.” “Bangkit, mbak. Soalnya dia sering nraktir aku.” “XI imersi.” “*Friend is everything, miss.*” “*Happiness.*” “*Tears.*” “*Friend is you, mbak. Haha*” R kemudian meminta mereka menuliskan semua itu ke *learning log* bagian *brain storming*.

R membagikan teks berjudul *Damon and Phintias* kepada siswa dan meminta mereka untuk memprediksi isi dari cerita tsb. Mereka mengutarakan pendapat mereka yang bermacam-macam dan aneh-aneh. Mereka menuliskan prediksi mereka di *learning log*.

R kemudian memberikan model *think aloud* dan mendemonstrasikan *fix-up strategy* untuk 2 kalimat pertama pada teks. “*There once were two best friends named Damon and Phintias*. Sekarang *miss* membayangkan ada 2 orang laki-laki yang bersahabat. Kira-kira apa yang terjadi sama mereka ya?” R kemudian melanjutkan, “*They lived in Syracuse, maksudnya Syracuse? Ah.. kota ini berarti. Sicily in the 4th century BC*. Berarti cerita ini uda lama banget. *They were philosophers of Pythagorean School. Philosopher?* Apa ya artinya? Kita taunya kata filosofi, kalau pakai *suffix -er*, tandanya orang. Berarti orang yang ahli filosofi.”

Setelah *modeling of the text*, siswa diberikan *think aloud monitoring sheet* untuk mereka berlatih sendiri dalam grup. Beberapa siswa menyeletuk bahwa mereka enggan melakukan kegiatan ini karena susah. Tanpa R jelaskan apa yang harus mereka lakukan siswa tampak sudah mengerti apa yang harus dilakukan.

Ketika R berkeliling kelas untuk memonitor proses *think aloud* siswa, beberapa siswa kelihatan masih kesulitan mengisi *monitoring sheet*. “*Why there are only a few tallies on your sheet, haven’t you read yet?*” “*No, miss. We read*, tapi kadang aku tu ga tau yang Dewi ucapin itu masuk di respon yang mana. Hehe.” R juga melihat beberapa siswa masih menggunakan kamus hp untuk mengartikan kata walaupun mereka sembunyikan di bawah meja. “*Please, don’t use your mobile dictionary, or alfalink, guys. Try it first with fix up strategy. Trust me*, kalau kalian bisa pakai *fix-up strategy*, itu lebih cepat.”

Beberapa siswa terlihat melakukan kegiatan lain di luar grup mereka. Seorang siswa justru membaca buku lain sedangkan teman-temannya sibuk melakukan *think-aloud*. R menegur siswa yang tidak ikut bergabung dengan grupnya tsb.

Setelah siswa selesai mengisi *learning log*, R dan siswa, bersama-sama membahas hasil pekerjaan mereka. R menunjuk beberapa siswa untuk praktek *think-aloud*, tapi mereka tidak mau.

R membagikan teks lain, yaitu *love story*, kepada siswa. Mereka harus membaca teks tsb dan secara berpasangan mengisi *story map* yang disediakan. Mereka harus menganalisis bagian-bagian dari teks. Ditengah proses membaca beberapa siswa bekomentar tentang isi teks yang berakhir menyedihkan. Setelah 15 menit bel berbunyi. R meminta siswa untuk mengumpulkan hasil pekerjaan mereka. R mengakhiri kelas dengan bertanya pada siswa, “*Which one do you choose, losing your friend or your love, guys?*” Pendapat siswa berbeda-beda. “*Losing love, miss. Friend is more important*” “Kehilangan teman aja *miss*, aku ga bisa hidup tanpa cinta haha.”

No. : FN-10
 Hari, tanggal : Kamis, 13 Februari 2014
 Kegiatan : Pertemuan 3
 Responden : R = Researcher
 C = Collaborator

Begitu bel berbunyi pukul 06.45 WIB, R dan C langsung menuju kelas XI Imersi. R masuk kelas dan menyapa para siswa. C duduk di bagian belakang kelas. Beberapa siswa masih belum hadir. R menyiapkan *notebook* dan meminta tolong salah seorang siswa untuk membantu menyalakan LCD. Siswa yang terlambat mulai berdatangan.

Setelah berdoa dan menyanyikan lagu Indonesia Raya, R membuka kelas dengan *me-review* pembelajaran pada pertemuan sebelumnya. Seorang siswi menyeletuk, "Hari ini belajar *think-aloud* lagi ya, miss? Mbok ganti apa gitu, miss." "*Of course we will still use think-aloud, but don't worry today the activity is going to be different,*" jawab R.

Siswa ditunjukkan sebuah gambar mobil. R meminta siswa untuk mengutarakan apa yang mereka pikirkan ketika melihat mobil tsb. "Bagus." "Mahal pasti harganya." "Balapan, miss." dll. R memberitahu siswa bahwa mereka akan membaca cerita misteri berkaitan dengan mobil dan meminta siswa memprediksi cerita seperti apakah kira-kira. Siswa bergantian mengutarakan prediksi-prediksi mereka. "Pasti tentang kecelakaan." "Pembunuhan, miss. Terus mayatnya di dalam mobil. Hehe." "Balapan, mbak." "*Well, we'll see later whether your prediction is true or not, okay?*" kata R.

Sebelum membaca, R meminta siswa untuk mengerjakan tes *vocabulary* dahulu. *Vocabulary* yang ada berkisar tentang seluk beluk mobil dan bagian-bagian yang ada pada mobil. Siswa tidak boleh menggunakan alat *translator* jenis apapun, hanya dengan *fix-up strategy*.

Ketika dibahas bersama-sama mayoritas pertanyaan dijawab dengan benar oleh siswa. Tapi, beberapa juga masih salah, "*Overtake* i opo sih mbak? *Over* kan lebih, *take*-mengambil. Mosok mengambil lebih." "Kalo *swerve* apa, miss?" R mengilustrasikan kata-kata tsb dengan menggambar di papan tulis. Setelah melihat gambar siswa kemudian mengerti maknanya.

R kemudian meminta siswa membentuk grup masing-masing 3 orang, dengan 27 siswa yang ada di kelas, berarti ada 9 grup. R membagikan masing-masing grup sebuah cerita yang sudah dipotong-potong perbagian dan diacak. Tugas mereka ialah mengurutkan bagian-bagian tsb sehingga menjadi cerita yang baik dan benar. R memberikan contoh *think-aloud* untuk mencari bagian pertama dari cerita tsb. Sisanya harus dikerjakan siswa sendiri.

Selama siswa mengurutkan cerita, R berkeliling untuk mengecek kegiatan siswa. 15 menit kemudian, R meminta para siswa untuk mewakili grup mereka

membacakan satu per satu kalimat yang ada pada cerita. 2 dari 9 grup berhasil mengurutkan cerita tsb dengan benar.

R menjelaskan bahwa bagian akhir dari cerita tsb hilang dan mereka harus menebak bagaimana *ending* dari cerita tsb. Beberapa siswa menyampaikan pendapat mereka. "Itu laki-lakinya mau mbunuh perempuannya, mbak. Jadi dia ngikutin terus sampai ke rumah." "Cowoknya pengen ngedekatin mbaknya itu, mbak, tapi malu, jadi dia cuma mbuntutin terus." "Itu ceweknya mau di rampok, terus yang laki-laki itu sebenarnya polisi dan mau nolongin ceweknya." Pendapat mereka bermacam-macam. Tapi tidak ada yang benar.

R menunjukan pada slide bagian akhir dari cerita tsb. Para siswa merespon dengan, "Ooohhh... ngono to...." "Oh, jadi itu to sebab e dia nyalain-matiin-nyalain lampunya terus to mbak? Haha, bener juga ya."

Setelah selesai, R menuju ke bagian akhir dari pelajaran hari ini. R menjelaskan materi tentang *narrative text* menggunakan *powerpoint presentation*. Para siswa memperhatikan *slide* dengan sesama dan menjawab pertanyaan-pertanyaan yang diajukan R secara lisan. R mengakhiri penjelasan dan bertanya kepada siswa tentang pemahaman mereka, "Do you undertsand now about narrative text?" "yes," jawab siswa serentak. "Then, let's check your understanding by doing this test."

Setelah 15 menit siswa mengumpulkan pekerjaan mereka dan R menutup kelas dan memberi tahu siswa bahwa pertemuan berikutnya mereka akan belajar *spoof text*.

No. : FN-11
 Hari, tanggal : Kamis, 20 Februari 2014
 Kegiatan : Pertemuan 4
 Responden : R = Researcher
 C = Collaborator

R dan C tiba dikelas pukul 6.50. Semua siswa sudah di dalam kelas melakukan kegiatan mereka masing-masing. C duduk di belakang sedngkan R langsung ke depan sambil menyapa siswa. Seperti biasa mereka berdoa dan menyanyikan lagu Indonesia Raya terlebih dahulu.

R menanyakan kabar, mengecek kehadiran dan menyiapkan LCD, R me-review materi pelajaran sebelumnya, *narrative text*. Siswa sedikit mengingat kembali apa yang telah mereka pelajari. R kemudian memberitahu siswa bahwa mereka akan belajar *spoof texts*. Siswa tahu kalau itu teks tentang hal lucu atau memalukan.

R meminta mereka untuk berbagi pengalaman lucu mereka tapi tidak ada yang mau. R kemudian memberitahu siswa bahwa mulai hari ini siapa yang aktif di kelas akan mendapat poin. "I'll give you rewards if you active in my class, so just

try it. It is okay if it is very short.” “*Rewards...* hadiah? Jangan bilang nak dapet bolpen, *miss*. Aku dah punya. Haha.” “Ojo-ojo buku tulis. Hahaha” “Hadiah apa *miss*? Pin aja, *miss*. Hehe.” respon beberapa siswa. “*It will be a secret, but I swear it is not bolpoint or notes.*”

Hanifah kemudian mengangkat tangan dan bersedia berbagi cerita. “Salah gapapa kan, mbak?” “*Of course,*” kata R. Dia kemudian bercerita dan teman-temannya mendengarkan. Seorang siswa berceletuk, “Opo e, Fah, ra lucu. Hahahaha.” R memberi poin kepada Hanifah.

Setelah itu, R meminta siswa membentuk kelompok dengan teman meja sebelahnya. Kebetulan dalam satu deret meja ada 4 dan 3 orang siswa. R menjelaskan bahwa mereka akan bermain game bernama *chain story* dan grup yang menang akan mendapat hadiah.

R membagikan 1 paket kertas berisi 4 lembar cerita pendek kepada masing-masing grup. R melarang siswa untuk membacanya dulu. Kemudian ia menjelaskan bagaimana cara bermain permainan tsb dan peraturannya. Siswa memperhatikan dengan seksama. “*In this game you should retell your own story to your next to friend. Those who are in this line become the first person and those in that line become the last person. Jadi orang 1 retell ke orang 2, orang 2 ke orang 3, dan orang ke 4 menuliskan summary dari cerita pertama. Terus gantian, those who were the last person become the first, and the prevous first become no.2, and so on. Do you understand?*” “*Yes.*” “*Noooooo*. Ulangi lagi, *miss*, pelan-pelan.” Kebanyakan siswa masih bingung dengan instruksinya. Setelah penjelasan kedua dan dengan memberikan contoh, mereka akhirnya mengerti.

Para siswa diberikan waktu 20 menit untuk menyelesaikan semua ringkasan dari keempat teks yang ada. Jadi masing-masing cerita harus di lanturkan maksimal dalm waktu 5 menit. Sebelum siswa melakukan *chain story*, masing-masing dari mereka harus memahami teksnya sendiri-sendiri dan menemukan arti kata sukar menggunakan *fix-up startegy*.

Para siswa tampak bersemangat ketika melakukan *game* tsb. Setiap 5 menit mereka berganti tempat duduk dan siswa yang ada di ujung akhir harus berlari ke ujung awal. Suasana kelas menjadi bising tapi tetap terkontrol. Beberapa siswa tampak kesulitan menceritakan kembali isi ceritanya selain mereka harus membuat kalimat mereka sendiri, teman yang mendengarkannya nampak tidak mengerti apa yang ia bicarakan. “*Duuh.. mosok ra mudeng-mudeng to, waktune selak entek.*” Kata Gesang kepada Eko, teman sebelahnya. Selama game, R mengecek keadaan masing-masing grup dan memastikan bahwa tidak ada grup yang berbuat curang.

20 menit berlalu R kemudian memberhentikan kegiatan para siswa. R meminta siswa untuk mengumpulkan hasil *summary* mereka. R menampilkan cerita-cerita tsb dalam PPT. R mencontohkan bagaimana melakukan *think-aloud* untuk membaca teks pertama. Ia juga mempraktekkan *fix-up strategy* untuk mencari makna kata ‘*fairground*’.

R bertanya kepada siswa bagian mana dari teks pertama yang membuat cerita tsb lucu. Seorang siswa mengangkat tangan dan menjawabnya. R juga meminta siswa tsb menggunakan *fix-up strategy* untuk mencari arti kata ‘Ferris wheel’. “Kalau *wheel* kan roda, *miss. Ferris* aku ga tau, tapi kalau diliat itu lokasinya di *fairground*, taman bermain. Roda yang bisa dinaikin di taman bermain, *jinontrol* itu bukan sih. Haha.” “Bianglala, huu bahasane, ndeso.” Salah seorang siswa membantu. Seluruh kelas tertawa. R memberikan siswa tsb poin.

R melanjutkan membahas cerita-cerita berikutnya. Kebanyakan siswa tidak mengerti bagian mana yang lucu dari cerita-cerita tsb. Hanya beberapa siswa yang kelihatan mengerti mengapa cerita-cerita tsb dianggap lucu. Selama diskusi, siswa juga berlatih menggunakan *fix-up strategy* untuk mengartikan kata sukar. “*What is pediatrician*, Khrisna?” tanya R. “Sik-sik mbak. ‘*We brought our newborn son, Adam, to the pediatrician for his first checkup.*’ Bayi, dibawa ke *pediatrician* buat *check up*? Dokter anak? Ya kan?” “*Great!*” kata R.

Ditengah-tengah pembahasan, R memberikan pertanyaan-pertanyaan kepada siswa terkait isi dari teks-teks tsb. Mengetahui kalau mereka akan mendapat poin, para siswa berlomba-lomba mengangkat tangan mereka. Bahkan, ada 2 orang siswa yang terlihat selalu mengangkat tangan setiap kali diberi soal sampai-sampai teman-teman mereka berkomentar, “Wes, iki mengko sing paling akeh Hanifah mbi Gharin.” “Woo.. Hanifah, gantian mbi koncone.” Hanifah hanya tertawa-tawa saja. R menyadari hal tsb, maka R mencoba untuk mempersilakan siswa-siswa lain menjawab walaupun Hanifah atau Gharin mengangkat tangan lebih dulu.

Setelah selesai, R meminta siswa untuk menyimpulkan apa yang mereka pelajari dari *spoof texts*. Mereka berkata bahwa *spoof text* mempunyai bagian yang lucu diakhir cerita, walaupun tidak semuanya mereka anggap lucu. R menutup kelas dengan salam. Dan membereskan perlengkapan.

No. : FN-12
 Hari, tanggal : Kamis, 27 Februari 2014
 Kegiatan : Pertemuan 5
 Responden : R = Researcher
 C = Collaborator

R masuk kelas XI Imersi begitu bel berbunyi bersama C. Seperti biasa C duduk di belakang kelas untuk melakukan observasi, sedangkan R menuju meja guru di depan kelas untuk mempersiapkan perlengkapan mengajar.

Beberapa siswa masih belum selesai menyapu lantai. Sambil menunggu R mempersiapkan *notebook* dan meminta tolong salah seorang siswa menyalakan LCD. Setelah semua siswa duduk di kursi masing-masing. R membuka kelas dan memimpin doa. Kemudian dilanjutkan menyanyikan lagu Indonesia Raya.

R memulai pelajaran dengan me-review pelajaran pada pertemuan sebelumnya. Para siswa berkata kalau mereka suka dengan kegiatan pertemuan sebelumnya yaitu game. R kemudian mengingatkan, “*We have played before, so it’s time for the serious lesson, okay?*” “*Think-aloud* ya, miss?” “*Yes, we will practice think-aloud as usual, is it fine with you?*” “Gapapa, mbak. Saya suka kok,” komentar Gesang.

R kemudian menunjukkan gambar bajak laut kepada siswa dan meminta siswa mengungkapkan apa yang mereka pikirkan ketika melihat gambar tsb. Para siswa bersahut-sahutan berkomentar. “*SpongeBob*. Haha itu bajak laut yang di *SpongeBob* to, mbak? Haha.” “*Viking..viking.*” “*Pirates of the Carribean.*” “Kakak tua, Haha.” “*Skeleton*. Haha.” “*War.*” “*Sea*” dan masih banyak lagi.

Setelah itu R menunjukkan sebuah judul dan meminta siswa untuk memprediksi apa isi teks tsb nantinya. “*Bar? Bar* i kafe kaya’ gitu bukan, mbak? Mungkin *pirate* nya ke kafe terus mabuk. Hehe.” “*uh-uh, do you think so? Why is he drunk, in your opinion?*” “Kalah perang? Hehe.” “*OK. Let’s see whether your prediction is correct.*”

Secara berpasangan siswa diberi teks dan *think-aloud monitoring sheet*. Mereka harus mempraktekan *think aloud* secara bergantian dan juga bergantian memonitor teman mereka. Sebelum itu, R mendemonstrasikan ber-*think aloud* untuk kalimat pertama. “*A pirate was talking to a “land-lubber” in a bar. Miss* mbayangin ada seorang bajak laut, wajahnya seperti ini, kayak yang digambar. Dia lagi bicara sama seseorang di sebuah bar. Siapa ya orang itu? Kira-kira apa ya yang dibicarakan? Mungkin orang itu temennya? Apa mereka saling kenal? Land-lubber. Maksudnya apa?” Siswa memperhatikan yang dilakukan R.

R meminta siswa melanjutkan apa yang ia lakukan, membaca sambil ber-*thinking aloud*. R berkeliling menghampiri masing-masing pasangan untuk mengecek proses *think-aloud* mereka. Tampaknya para siswa sudah bisa menggunakan strategi tsb. Mereka juga menggunakan *fix-up strategy* untuk mencari makna kata sukar.

“*The pirate responded, “I lost my leg in a battle off the coast of Jamaica!” Leg* i kaki yo? *Battle* i opo Len? *Battle dance..* adu nari. Dadi *battle* i adu, tanding, perang po? Mosok perang? *Off the coast of Jamaica. Jamaica* haha, nggone *Bob Marley* Len.” R mendengarkan salah seorang siswa ber-*think aloud*.

R juga memperhatikan praktek *fix-up startegy* yang dilakukan siswa. “*Miss..miss.. peg leg* tu apa, *miss?*” “Coba dipikirkan dulu, bayangain bajak laut.” “Iya, terus? *Leg* kan kaki kan? Oo anu, kakinya ga ada satu gitu to *miss?* Pake kayu gitu kan?” “Nah itu tau.” “Hehe.”

Setelah itu siswa mengerjakan latihan berdasarkan isi teks. Kemudian, pekerjaan mereka dibahas bersama-sama. Setelah selesai mendiskusikan isi teks dan hasil kerja mereka, R memberikan *learning log* kepada siswa.

R memperlihatkan gambar-gambar orang menggunakan egrang. R meminta siswa untuk *brainstorming* kembali dan menuliskan apa saja yang mereka pikirkan di *learning log*. R menuliskan judul *Saved by Stilts* di papan tulis dan menggali pengetahuan siswa terkait judul tsb. Mereka menebak isi cerita dari teks yang akan diberikan dan menuliskannya di *learning log*.

R membagikan teks dan meminta siswa melengkapi *learning logs* berdasarkan teks tsb, mengidentifikasi kata-kata sukar dan mencari maknanya memakai *fix-up strategy* dan mencari ide pokok dari masing-masing paragraf. Siswa tampak sudah paham apa yang harus dilakukan.

Selama mereka mengerjakan *learning logs*, R mengecek kegiatan siswa sambil memonitor hasil pekerjaan mereka. “Tau arti kata *otherwise* dari mana? *You did not use dictionary, did you?*” tanya R kepada Damar. “Ngga mbak, suer. Nebak aja. Pakai *fix-up strategy*.”

Setelah 15 menit, R meminta siswa mengumpulkan hasil pekerjaan mereka. R menjelaskan kepada siswa materi tentang *Spoof text* menggunakan PPT. Para siswa memperhatikan penjelasan R dengan seksama.

Bel berbunyi pukul 08.15. Setelah menyimpulkan apa yang telah dipelajari selama ini. R mengakhiri kelas.

APPENDIX B

INTERVIEW TRANSCRIPTS

No. : Int-1
 Hari, tanggal : Rabu, 7 November 2013
 R : Researcher
 S : Rizki Saifullah

R:	Boleh minta waktunya sebentar ga, dek?
S:	Iya mbak.
R:	Namanya siapa, dek?
S:	Rizki, mbak.
R:	Tadi pelajaran Bahasa Inggrisnya gimana dek Rizki?
S:	Tadi..ya biasa aja mbak.
R:	Kamu suka ga sih pelajaran Bahasa Inggris?
S:	Engga' mbak.
R:	Lhoh kenapa?
S:	Susah.
R:	Susahnya dimana memangnya?
S:	Ya susah.
R:	Iya, maksudnya dibagian apanya? Tadi kan <i>reading class</i> ? Nah susahnya diapanya? Ga ngerti kata-katanya?
S:	Iya. Kata-katanya itu. Susah.
R:	Kan ada kamus?
S:	Ya malas nag harus nyari-nyari gitu kadang. Hehe.
R:	Oh..terus tadi waktu ditanya bu Hermin kok cuma diem, kenapa, dek?
S:	Tadi to.. haha lha aku ga tau og mbak main ideanya.
R:	Karena ga baca apa karena ga bisa nyari <i>main idea</i> ? Hehe
S:	Baca sedikit-sedikit aku mbak. Tapi juga susah, soalnya paragrafnya panjang.
R:	Oo gitu, ya udah. Makasih ya, dek.
S:	Ya mbak, sama-sama.

No. : Int-2
 Hari, tanggal : Rabu, 7 November 2013
 R : Researcher
 S : M. Ridwan

R:	Dek, boleh tanya-tanya ngga?
S:	Ga boleh mbak. Haha.
R:	Hehe, boleh to yoo. Namanya siapa, dek?
S:	Ridwan mbak.
R:	Wah, namanya bagus ya. Malaikat penunggu surga lho.
S:	Iya, mbak. Haha.
R:	Hahaha.. dek Ridwan tadi pelajarannya gimana?
S:	Baik-baik aja mbak. Ga ada masalah, mbak.
R:	Masa' baik-baik aja. Orang tadi kamu bu Hermin jelasin aja malah mainan

	bola kok. Ya kan?
S:	Hehe. La wong bosen kok mbak.
R:	Kok bisa bosen kenapa? Monoton ya pelajarannya?
S:	He,em. Pelajaran ya cuma gitu-gitu aja we. Baca, ngerjain soal, njuk diterangin.
R:	Emm.. bu Hermin ga pernah pakai media apa gitu po, yang menarik gitu?
S:	Opo yoo.. belum pernah i. Nag selama ngajar kelas XI ini belum pernah mbak.
R:	Oo.. nah, ini tadi kan pelajaran <i>reading</i> ? Kamu mengalami kesulitan ga waktu membaca teks gitu?
S:	Paling <i>vocabulary</i> mbak. Kadang banyak kata susah gitu.
R:	Kalau mengidentifikasi <i>main idea</i> kaya yang tadi bu Hermin suruh, susah ngga?
S:	Kadang-kadang susah, kadang-kadang ngga. Hehe.
R:	Lha kalo susah pas apa?
S:	Pas aku ga bisa. Hahahaha. Nak pas bisa ya aku bisa mbak. Hehe.
R:	Yaudahlah.. Haha. Makasih ya dek.
S:	Ok, mbak.

No. : Int-3
 Hari, tanggal : Rabu, 7 November 2013
 R : Researcher
 S : Otto Lausanto

R:	Sorry ganggu, dek. Mau tanya-tanya dikit boleh?
S:	Ya mbak, monggo..monggo..
R:	Namanya dek siapa dulu?
S:	Otto lausanto, mbak.
R:	Ok. Dek Otto, tadi pealajaran Bahasa Inggrisnya gimana?
S:	Emm.. gimana ya mbak. Biasa aja.
R:	Kamu suka ga sama Bahasa Inggris?
S:	Lumayan suka sih mbak.
R:	Yang bener, suka baca-baca tulisan Bahasa Inggris gitu?
S:	Nak baca engga'. Hehe, tapi suka dengerin lagu-lagu Bahasa Inggris gitulah.
R:	Wah, suka <i>listening</i> berarti ya.
S:	Hehe, bisa dibilang gitu.
R:	Kalau waktu reading kamu ngalami kesulitan apa dek, Otto?
S:	Paling <i>vocabulary</i> mbak. Kadang kan bahasanya terlalu tinggi gitu.
R:	Biasanya kamu ngapain kalau ada kata sukar?
S:	Buka kamus.
R:	Bawa kamus tapi?
S:	Engga'. Kan ada <i>alfalink</i> mbak. Hehe.
R:	Oo..ya ya. Kalau disuruh nyari <i>main idea</i> gitu bisa ga dek?

S:	Bisa si mbak. Tinggal dicari intinya apa gitu to. Bisa,bisa.
R:	Iya. Betul.
S:	Kalo gitu, makasih ya dek.
R:	Iya sama-sama mbak.

No. : Int-4
 Hari, tanggal : Rabu, 8 November 2013
 R : Researcher
 BH : Bu Hermin Pitoyowati, S.Pd.

R:	Selamat pagi, Bu.
BH:	Pagi, Mbak. Gimana kabarnya?
R:	Baik, Bu.
BH:	Gimana, mau tanya apa, katanya mau wawancara.
R:	Hehe. Iya, Bu. Tanya sedikit soal proses pembelajaran kelas XI aja.
BH:	Ya, silakan-silakan.
R:	Gini, Bu. Respon siswa ketika belajar Bhs. Inggris selama ini tu seperti apa ya?
BH:	Ya itu tergantung, mbak. Tergantung sama materinya, media yang dipakai. Kalau materinya menarik siswa juga merespon baik.
R:	Gitu ya, Bu.
BH:	Terus juga tergantung situasi sekolah, jam pelajaran, seperti itu. Kadang kan sekolah banyak acara. Terus juga kalau pulang pagi, jam nya dikurengin, itu juga buat siswa jadi tidak konsentrasi belajar.
R:	Kalau jam pelajaran siang juga mereka jadi kurang semangat ya, Bu?
BH:	Iya. Kalau udah siang gitu kan guru, siswanya kan juga sudah sama-sama capek. Jadi mereka juga kurang antusias gitu.
R:	Oo.. Menurut ibu, selama ini dalam belajar Bhs. Inggris siswa mengalami kesulitan apa saja?
BH:	Lumayan banyak ya. Mereka itu <i>grammarnya</i> masih jelek sekali. Perbendaharaan katanya juga sangat kurang.
R:	Kalau dari 4 skills di Bhs. Inggris, kira-kira mereka mengalami kesulitan di <i>skill</i> apa, Bu?
BH:	Kalau kesulitan, disemua <i>skill</i> pasti ada. Tapi yang paling kelihatan itu <i>writing</i> sama yang penting itu <i>reading</i> . Sekolahkan orientasi penilaian di <i>reading</i> . Kalau <i>writing</i> , mereka itu <i>grammarnya</i> sangat kurang.
R:	Terus kira-kira, saran ibu, penelitian difokuskan ke <i>skill</i> apa ya?
BH:	Tersestrah mbaknya aja. Semua <i>skill</i> bisa.
R:	<i>Reading</i> saja ya, Bu. Kan kalau <i>reading</i> lebih dibutuhkan dalam waktu dekat. Soalnya mereka setiap kali tes butuh <i>reading skill</i> . Lagipula saya juga mempersiapkan proposal <i>reading</i> . Hehe.
BH:	Ya. Gapapa.
R:	Selama ini pelajaran <i>reading</i> seperti apa ya, Bu?
BH:	Ya. Kalau saya biasanya pertama saya kasih <i>input text</i> dulu, kadang dengan

	listening. Terus saya kasih soal isi teksnya. Saya kasih teks lagi, yang kedua, terus ngerjain soal tapi yang berkaitan dengan struktur teksnya. Baru setelah itu saya jelaskan.
R:	Oh..begitu. Ibu ada perlakuan khusus ngga' buat miningkatkan vocabulary siswa.
BH:	Emm.. saya rasa ga ada mbak. Soalnya kalau saya <i>reading</i> fokus di <i>genre</i> -nya
R:	Pernah pakai teknik mengajar tertentu ga bu kalau dikelas?
BH:	Pernah, dulu saya pakai <i>jigsaw</i> itu lho mbak. Soalnya dulu juga ada mahasiswa penelitian juga sama saya dan pakai <i>jigsaw</i> tekniknya. Tapi sekarang sudah ngga.
R:	Oh begitu. Ya sudah bu, demikian saja tanya-tanyanya. Maaf sudah mengganggu waktu istirahatnya.
BH:	Gapapa, Mbak. Saya jug tidak ada kegiatan kok.
R:	Iya, bu. Nanti saya kesini lagi buat mengurus perizinan, Bu, mungkin Januari.
BH:	Oh ya.. bagus kalau begitu, soalnya anak-anak desember juga ada tes.
R:	Iya, terima kasih, Bu. Permisi.
BH:	Iya, Mbak.

No. : Int-5
 Hari, tanggal : Kamis, 30 Januari 2014
 R : Researcher
 S : Gesang Swasono W

R:	Dek, tanya-tanya sebentar aja ya?
S:	Tanya apa mbak, pake Bahasa Inggris ya?
R:	Engga, Bahasa Indonesia aja kok.
S:	Ya silakan-silakan mbak, bu.
R:	Mbak aja gimana.
S:	Ya, mbak.
R:	Namanya siapa?
S:	Gesang.
R:	Dek Gesang suka Bahasa Inggris ngga'?
S:	Suka.
R:	Kenapa?
S:	Ya kan karena dipake diseluruh dunia. Kalau bisa nguasai kan bisa ke luar negeri. Kan hobi <i>trevelling</i> , mbak.
R:	Oh.. gitu ya. Kamu ngalami kesulitan ngga' waktu belajar B. Inggris.
S:	Banyak.
R:	Banyak tu apa?
S:	Ya susah gitu. Tenses tu lho mbak. Sama kata-katanya itu susah.
R:	<i>Vocabulary</i> ya?
S:	Iya.

R:	Waktu belajar <i>reading</i> , kamu ngalamin kesulitan apa, dek?
S:	Ya <i>vocabulary</i> itu mbak.
R:	Kalau diminta ngidentifikasi <i>main idea</i> bisa ngga?
S:	Rada' bisa. Sama kaya' di Bhs. Indonesia gitu kan. Susahnya tu kalau teksnya panjang gitu lho mbak. Jadi males.
R:	Ga suka ya teks panjang? Waktu nemuin kata susah, kamu ngapain?
S:	Kamus.
R:	Bawa kan tapi?
S:	Kamus hape. Hehe.
R:	Selama ini pelajaran <i>reading</i> tu kaya gimana sih, dek?
S:	Ya, biasanya dikasih teks suruh baca.
R:	Terus?
S:	Ya, terus ngerjain soal, dibahas. Terus diterangin, kalau sama bu Hermin. Kalau kemarin sama bu Nur suruh <i>telling story</i> .
R:	Oh gitu ya. Ya udah makasih ya.
S:	Ya, mbak.

No. : Int-6
 Hari, tanggal : Kamis, 30 Januari 2014
 R : Researcher
 S : Eko Rian S R

R:	Namanya dek Eko ya?
S:	Iya.
R:	Suka Bhs. Inggris ngga'?
S:	Engga'.
R:	Lhoh. Kenapa?
S:	Susah. <i>Vocabulary</i> nya susah. Tensesnya susah.
R:	Haha. Gitu tok?
S:	Iya.
R:	Kalo belajar <i>reading</i> , kira-kira punya kesulitan ngga'?
S:	Emm.. bahasanya kadang susah.
R:	Kan ada kamus, kan.
S:	Emm.. suka.. lupa.. membawanya...
R:	Haha. Terus, gimana kalau kaya gitu?
S:	Pinjem. Temen-temen pada punya kok.
R:	Ok.ok. Waktu baca teks terus diminta nyari <i>main idea</i> kamu bisa ngga?
S:	Bisa.
R:	Yang bener?
S:	Iya. Bener.
R:	Kalau belajar sama bu Hermin gimana sih dek.
S:	Ya biasa aja.
R:	Kalau diterangin kamu mudeng ngga'?
S:	Ya mudeng.

R:	Kalau belajar kadang dikasih tau teknik-teknik gitu ngga sih, supaya ngebantu kalian belajar.
S:	Belum pernah. Tapi suka dikasih rumus-rumus gitu.
R:	Rumus? <i>Tenses</i> ya?
S:	Iya.
R:	Beliau kalau mengajar fokus grammar memangnya?
S:	Iya mbak. Kalau nulis apa-apa, ngomong apa-apa, grammarnya harus betul.
R:	Oo gitu.. ya udah. Makasih ya, dek Eko.
S:	Sama-sama mbak.

No. : Int-7
 Hari, tanggal : Kamis, 30 Januari 2014
 R : Researcher
 S : Radian Khrisna A

R:	Gantian kamu ya dek. Namanya siapa?
S:	Khrisna, mbak.
R:	Ok. Dek Khrisna suka Bhs. Inggris ngga sih?
S:	Ada sukanya ada ngga sukanya mbak.
R:	Oya.. sukanya dulu apa?
S:	Sukanya.. Bhs. Inggris kan bahasa universal jadi ya kalo bisa Bhs. Inggris kan jadi bisa keliling dunia gitu.
R:	Ehh.. kamu kok jawabnya kaya' Gesang. Haha.
S:	Kan hobinya sama, mbak. <i>Trevelling</i> juga.
R:	Gitu ya? Sekarang ngga sukanya?
S:	Ga sukanya.. bahasanya itu lho, susah dimnegerti.
R:	He'em. Kalau pas belajar <i>reading</i> ? Khrisna susah nya dibagian apa?
S:	Emm.. pemahamannya sama kosakatanya itu lho mbak.
R:	Kalau ada kata susah, yang kamu lakuin apa?
S:	Ya dikira-kira dulu. Kalau ga bisa tanya bu Hermin.
R:	Emm.. kalau kamu tanya gitu, bu Hermin langsung ngasih tau artinya apa dijelaskan pake Bhs. Inggris?
S:	Bhs. Indonesianya. Langsung artinya biar gampang, mbak.
R:	Oo.. kalau kamu seumpama diminta cari <i>main idea</i> , kamu ngalamin kesulitan ngga?
S:	Iya. Lumayan.
R:	Lumayan?
S:	Lumayan. Haha dah aja ya, mbak. Makasih.
R:	Lhoh.. haha ya udah. Makasih ya.
S:	Ya mbak.

No. : Int-8
 Hari, tanggal : Kamis, 30 Januari 2014

R : Researcher
S : Ready Bagus K

R:	Tanya-tanya ya dek. Dek Ready kan?
S:	Iya, Ready Bagus, mbak.
R:	Ok. Udah siap? Ready? Haha.
S:	Siap terus kalo saya, mbak. Hehe.
R:	Dek Ready suka Bhs. Inggris?
S:	Tidak.
R:	Wah.. kenapa?
S:	Karena sulit menghafalnya, mbak.
R:	Menghafal? Apa yang di hafal memangnya? Bhs. Inggris memang ada kegiatan menghafal ya?
S:	Haha, ya itu kalau ngafalin rumus.
R:	Oh rumus <i>tenses</i> ?
S:	Iya.
R:	Kalau <i>reading</i> kan ga perlu menghafal kan ya?
S:	Ya kalau <i>reading</i> ngga ngafal bisa.
R:	Udah bisa donk berarti membaca teks Bhs. Inggris?
S:	Bisa. Dikit-dikit.
R:	Kok dikit.
S:	Ya kan aku ngga suka Bhs. Inggris, mbak. Membaca aku juga ga suka. Hahaha.
R:	Oiya ya. Kalau <i>dealing with vocabulary</i> , yang kamu lakuin apa, dek Ready?
S:	Kamus?
R:	Bawa?
S:	Hape. Hehe.
R:	Oh ya bu hermin tu boleh ya kalian pakai kamus hp?
S:	Kalau ngga' ketahuan. Haha.
R:	Gitu ya. Dasar. Ya udah, makasih ya.
S:	Ya , mbak. Sama-sama mbak.

No. : Int-9
Hari, tanggal : Kamis, 6 Februari 2014
R : Researcher
S : Elia Nur Handayani

R:	Dek, boleh minta waktunya sebentar. Sebentaaar aja.
S:	Iya mbak.
R:	Namanya siapa?
S:	Elia, mbak.
R:	Dek Elia tadi waktu mbak suruh <i>think-aloud</i> kok ga mau? Kenapa?
S:	Ga kenapa-kenapa mbak.

R:	Belum bisa ya pakainya? Tapi tadi waktu mbak lewat, pas di grup, kamu bisa tu <i>think-aloud</i> . Malu ya?
S:	Hehe, he'em. Kalau di grup kan pelan-pelan, mbak.
R:	Oh, gitu. Malu ya?
S:	Hehe.
R:	Tapi udah ngerti belum pakai <i>think-aloud</i> gimana?
S:	Ya sedikit-sedikit.
R:	Menurut dek Elia, <i>think-aloud</i> membantu ngga waktu mahamin teks.
S:	Membantu. Jadi lebih gampang mahaminnya.
R:	Gitu ya. Kalau <i>fix-up strategy</i> , udah mudeng belum?
S:	Udah.
R:	Menurutmu gimana waktu pakai itu?
S:	Bagus. Jadi lebih cepet nyari arti kata.
R:	OK. Makasih ya, dek.
S:	Ya, mbak.

No. : Int-10
 Hari, tanggal : Kamis, 6 Februari 2014
 R : Researcher
 S : Rachmalia Ratna Y

R:	Boleh tanya sedikit, dek?
S:	Tanya apa, mbak? Dia aja mbak. (Nunjuk teman sebelahnya.)
R:	Ga, aku maunya kamu aja kok. Namanya dek siapa?
S:	Rachmalia, mbak.
R:	Dek rachma, tadi pelajarannya gimana?
S:	Bagus sih. Tapi aku rada ga suka.
R:	Oya? Kenapa? Susah ya <i>think-aloud</i> ?
S:	Bukan, apa ya.
R:	Gapapa, ngomong aja, ga tak marahin wes.
S:	Terlalu banyak ngerjain gitu.
R:	Oo.. kamu ga suka kalau ngerjain <i>learning log</i> , terus ngisi <i>monitoring sheet</i> tadi ya?
S:	Ya bukan gitu, gimana ya.
R:	Haha. Terus gimana?
S:	Ya jangan terus-terusan langsung ngerjain. Dikasih jeda gitu.
R:	Emmm.. enaknye jedanya kayak apa ya?
S:	Aku juga ga tau, mbak. Terserah mbaknya.
R:	Lhoh.. kamu pengennya aktifitasnya seperti apa sih? Game gitu mungkin?
S:	Gitu juga bisa. Hehe.
R:	OK, deh. Kamu udah mudeng belum pake <i>fix-up strategy</i> ?
S:	Rada-rada sih mbak, tapi masih bingung.
R:	Masih bingung ya? Gapapa, baru pertama, besok latihan lagi.
S:	Iya.

R:	Ya udah, makasih ya, dek.
S:	Sama-sama, mbak.

No. : Int-11
 Hari, tanggal : Kamis, 6 Februari 2014
 R : Researcher
 S : Novia Cahya Gita D

R:	Halo, dek. Namanya siapa ya?
S:	Novia, mbak.
R:	Dek Novia, menurut kamu belajarnya hari ini gimana?
S:	Emm.. yo suka sih mbak.
R:	Kamu udah mudeng belum sama konsep <i>think-aloud strategy</i> itu?
S:	Udah.
R:	Menurut kamu, membantu ngga waktu kamu baca teks buat mahamin nya?
S:	Membantu. Jadi bener-bener mudeng gitu lho mbak sama isinya.
R:	Kalau waktu cari <i>main idea</i> , membantu ngga?
S:	Membantu banget. Jadi lebih mudah.
R:	Oh ya ya. Kalau soal <i>fix-up strategy</i> , kamu uda mudeng belum?
S:	Sedikit-sedikit.
R:	Belum cukup mudeng ya?
S:	Iya, masih sedikit bingung.
R:	Ga pa pa, besok kita latihan lagi ya.
S:	Ya, mbak.
R:	Makasih ya dek.
S:	Sama-sama, mbak.

No. : Int-12
 Hari, tanggal : Kamis, 6 Februari 2014
 R : Researcher
 S : Hanifah Kartika Sari

R:	Dek, Hanifah, minta waktunya sebentar ya?
S:	Mau di interview ya mbak. Haha. Malu aku mbak.
R:	Ga pa pa, cuma tanya-tanya dikit aja kok. Hari ini mnurut kamu pelajarnnya gimana, dek?
S:	Suka mbak. Asyik pokok e.
R:	Asyik nya dimana?
S:	Ya asyik aja, tadi kan baca novel. Soalnya belum pernah.
R:	Oh gitu. Pendapat kamu soal <i>Think aloud</i> gimana, dek Hanifa?
S:	Bagus sih, mbak. Sebenarnya aku tu kalau baca juga kaya gitu lho mbak. Cuma, tak batin, ga diomongin.
R:	Oya.. berarti kamu a <i>good reader</i> ya. Suka baca?

S:	Suka.
R:	Baca Bahasa Inggris?
S:	Engga sih. Hehe. Ya novel biasa.
R:	Ya biasanya strategi kaya gini kan di pakai sama <i>good readers</i> . Kenapa <i>think-aloud</i> itu di omongkan kan supaya siswa itu terbiasa aja terus guru bisa memonitor. Nanti kan lama-lama otomatis dia kalau baca ga di omongkan lagi, tapi dibatin aja.
S:	Ho'o yo mbak. Wah berarti aku selama ini nak baca ternyata pakai strategi. Hahaha.
R:	Kalau <i>fix-up strategy</i> , gimana Fa, uda bisa pakai?
S:	Udah bisa. Aku juga kalau nyari kata susah juga kaya gitu kok, ngira-ngira daripada pakai kamus.
R:	Wah, kamu kaya e emang suka Bahasa Inggris ya?
S:	Suka. Hehe.
R:	<i>Good</i> , besok kuliah masuk Inggris aja ya.
S:	Ga, aku mau ambil Teknik kimia kok, mbak.
R:	Walah. Ya udah lah. Gitu aja ya, makasih.
S:	Ya mbak.

No. : Int-13
 Hari, tanggal : Kamis, 6 Februari 2014
 R : Researcher
 BH : Bu Hermin Pitoyowati, S. Pd.

R :	Maaf mengganggu, bu?
BH:	Iya, mbak, ngga pa pa? Gimana?
R :	Ini bu, mau tanya-tanya sedikit soal pembelajaran tadi.
BH:	He'em. Sudah bagus kok tadi.
R :	Yang bener, bu. Menurut ibu respon anak-anak gimana?
BH:	Bagus, mereka kayaknya seneng di ajar mbak Merisa ya.
R :	Hehe. Mungkin karena aktifitasnya baru ya, Bu. Menurut ibu pelaksanaan <i>think-aloud</i> tadi bagaimana?
BH:	Sudah bagus. Strateginya sepertinya membantu anak-anak buat lebih memahami teks. Tapi banyak yang masih bingung tadi ya sama cara menggunakannya.
R :	Iya, Bu. Mungkin karena masih pertama kali mencoba. Kalau sudah banyak latihan saya yakin mereka bisa.
BH:	Iya. Kalau sudah beberapa kali baru terbiasa.
R :	Kalau masalah teks nya gimana ya, bu?
BH:	Bagus, kok. Itu tadi dari novel aslinya ya?
R :	Iya, bu. Saya <i>download</i> e-book novel nya dari internet.
BH:	Oh, bagus..bagus.... Saya belum pernah pakai teks dari luar begitu. Maklum kalau sudah seumur saya tu ga bisa pakai internet-internetan begitu, mbak. Ya malah bagus. Anak-anak tadi juga kelihatan tertarik.

	Jadikan mereka punya pengetahuan soal <i>authentic texts</i> .
R :	Iya, bu. Tadi itu menurut ibu tingkat partisipasi siswa seperti apa ya, Bu? Bagus tidak.
BH:	Sudah bagus. Saya lihat pada aktif jawab tadi. Tadi kan pakai gambar juga, jadi anak-anak juga lebih antusias.
R :	Oh begitu. <i>Allhamdulillah</i> kalo begitu ya, Bu. Mungkin ibu punya saran buat pertemuan kedepan, Bu?
BH:	Apa ya. Mbaknya RPP nya sudah siap ya?
R :	Sudah, Bu.
BH:	Wah, ya sudah kalau sudah siap. Kalau belum mau saya minta mbaknya ngajar <i>exposition</i> sekalian. Soalnya itu belum saya ajarkan. Tapi gapapa, nanti saya sendiri saja yang ngajar.
R :	Oh, begitu. Saya sebernernya juga gapapa kalau berubah, Bu.
BH:	Ga usah saja. Kasihan mbaknya, wong sudah mersiapi kok.
R :	Hehe. Ya sudah, Bu, begitu saja. Mau pamit
BH:	Iya, mbak. Ini saya juga mau ngajar lagi.
R :	Oh ya, maaf sudah mengganggu, Bu
BH:	Ngga kok. Hati-hati, mbak.
R :	Ya, terima kasih, Bu.

No. : Int-14
 Hari, tanggal : Sabtu, 8 Februari 2014
 R : Researcher
 S : Eko Rian S R

R:	Dek Eko, minta waktunya sebentar ya?
S:	Opo e mbak, kemarin aku udah kok.
R:	Udah po? Haha. Ga pa pa lagi. Gimana pelajaran hari ini, dek Eko?
S:	Enak mbak.
R:	Enaknya di mananya?
S:	Ya variatif gitu materinya, ngga monoton.
R:	Oya? Tadi topiknya <i>love and friendship</i> , menurutmu gimana?
S:	Bagus, itu kan kita-kita banget gitu. Hehe.
R:	Teksnya susah ngga tadi?
S:	Standar sih mbak. Tapi yang kemarin susah banget mbak.
R:	Iya, itu kan <i>authentic material</i> kan. Kalau tadi kan teksnya emang buat sekolah.
S:	Iya ya mbak, bener-bener. Tapi ya ga pa pa sih mbak, kan buat pengalaman juga.
R:	Gitu ya? Menurut mu <i>think aloud</i> gimana?
S:	Bagus.
R:	Kalau <i>fix-up strategy</i> ?
S:	Bagus, juga, jadi lebih gampang nyari arti kata.
R:	Ok.ok. makasih ya.

S:	Ok juga, mbak.
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No. : Int-15
 Hari, tanggal : Sabtu, 8 Februari 2014
 R : Researcher
 S : Lulu Nur S

R:	Dek Lulu, tanya-tanya ya?
S:	Tanya apa, miss?
R:	Hari ini belajarnya gimana?
S:	Asik kok <i>miss</i> .
R:	Yang bener? Kamu udah bisa belum pake <i>think-aloud strategy</i> ?
S:	Udah <i>miss</i> . Kan cuma kaya kita ngomong sendiri apa yang dipikirin waktu kita baca gitu kan?
R:	Iya. Menurut kamu, bagus ga membaca pake strategi ini?
S:	Bagus. Jadi bener-bener paham sama teks. Ga harus baca berkali-kali.
R:	Susah ga sih, waktu <i>think aloud</i> ?
S:	Awalnya susah <i>miss</i> , soalnya kita mikir sekaligus ngomong. Yang pas ngomonginnya itu lho. Tapi kalau uda berkali-kali nyoba ya uda biasa.
R:	Waktu nyari main idea kaya tadi, lebih gampang ga kalo pake <i>think-aloud</i> .
S:	Iya, lebih gampang.
R:	Kalau <i>fix-up strategy</i> ? kamu udah bisa belum pakainya?
S:	Udah bisa.
R:	Menurutmu kalau pakai itu membantu nyari arti kata susah ngga'?
S:	Bantu banget. Jadi ga terlalu tergantung sama kamus gitu lho <i>miss</i> . Kan kita juga kadang ga bawa kamus.
R:	Oh, gitu ya. Tapi kamus juga penting lho. Masa' belajar Bahasa Inggris ga punya kamus.
S:	Ya maksudku kalau pas tes gitu. Kan kita ga bisa pake kamus, hayo?
R:	Iya. Pinter-pinter....
S:	Hahaha. Baru tahu <i>miss</i> ?
R:	Ya udah makasih ya dek. Da da.
S:	Sama-sama <i>miss</i> .

No. : Int-16
 Hari, tanggal : Sabtu, 8 Februari 2014
 R : Researcher
 S : Bangkit Heryanto Aji

R:	Boleh minta waktunya sebentar, dek?
S:	Kenapa, mbak?
R:	Dek Bangkit kan?
S:	Iya, kok tau mbak? Haha.
R:	Tau donk. Tadi kegiatan hari ini gimana?

S:	Bagus sih.
R:	Bagusnya gimana?
S:	Ya bagus, belum pernah kita main kaya' gitu.
R:	Emm.. tadi waktu ngurutin cerita, kamu pake <i>think-aloud</i> ngga?
S:	Pake sih mbak, <i>think-aloud</i> kan waktu kita baca, kita mbayangin gitu kan? Terus ngomong sendiri gitu to?
R:	Seringnya kamu pake respon yang mana?
S:	Kalo aku kebanyakan mbayangin, mbak.
R:	Oh.. Menurut kamu <i>think-aloud strategy</i> bagus ga sih buat belajar <i>reading</i> ?
S:	Bagus mbak. Kita jadi lebih gampang mahamin teks. Tapi repot juga kalau teks nya panjang.
R:	Waktu mbak jelasin tadi kan pake PPT? Menurut kamu gimana?
S:	Ya lebih enak, mbak.
R:	Lebih enak gimana, kalian uda sering belajar <i>narrative</i> kan?
S:	Ya, biasanya bu guru itu kan cuma nulis di papan gitu tok. Kalo pake PPT jadi beda gitu lho rasanya. Terus tadi juga ada gambar-gambarnya jadi ga mboseni.
R:	Ya udah. Makasih ya dek bangkit.
S:	Ya mbak. Sama-sama,, mbak.

No. : Int-17
 Hari, tanggal : Kamis, 13 Februari 2014
 R : Researcher
 S : Unerri Putri

R:	Dek, Unerri boleh minta waktunya sebentar?
S:	Ga mbak.
R:	Eew.. mbok boleh? Hehe. Gimana pelajaran hari ini, dek?
S:	Nyenengin.
R:	Nyenenginnya gimana?
S:	Ya banyak belajar materi-materi baru.
R:	Kamu suka ga <i>ordering story</i> kaya' tadi?
S:	Suka. Seru.
R:	Unerri udah paham belum sama strategi <i>think-aloud</i> yang kita pakai selama ini?
S:	Udah.
R:	Udah bisa pakainya?
S:	Bisa.
R:	Menurut kamu bagus ga strateginya dipakai waktu membaca?
S:	Bagus. Jadi lebih cepet.
R:	Lebih cepetnya kaya' apa?
S:	Ya jadi ga harus baca semua kata-katanya. Biasanya kan sekali baca kan belum paham. Terus baca lagi. Sampe mudeng.

R:	Oh, kalau pake <i>think-aloud</i> cuma sekali gitu ya?
S:	Iya.
R:	Kamu tadi kok waktu <i>ordering</i> cuma ngerjain sendiri, temenmu ga mau bantuin apa gimana?
S:	Ngga mbak. Emang aku lebih suka kerja sendiri mbak.
R:	Bukan karena temen-temennya ga enak kan?
S:	(cuma tersenyum)
R:	Ya udah. Makasih ya, dek?
S:	Ya, mbak.

No. : Int-18
 Hari, tanggal : Kamis, 13 Februari 2014
 R : Researcher
 S : Gharin Irzan M

R:	Dek Gharin, boleh tanya-tanya sebentar?
S:	Tanya apa mbak? Jangan disini mbok an miss. Diluar aja. Hehe.
R:	Ya udah, di luar. Giman pelajaran hari ini dek Gharin?
S:	Pelajaran hari ini... asyik <i>miss</i> . Saya suka.
R:	Suka ya <i>ordering text</i> kaya tadi?
S:	Ya.. gitu.. <i>miss</i> .
R:	Menurutmu <i>think aloud</i> itu gimana? Bagus ngga'?
S:	Bagus. Kita jadi bisa lebih mengerti. Terus juga bisa menemukan arti kata-kata yang sukar.
R:	Itu <i>fix-up strategy</i> . Enak ya kalau pakai <i>fix up strategy</i> ?
S:	Iya, jadi lebih cepet mengartikannya.
R:	Ok. Menurutmu <i>think aloud</i> membantu ngga waktu kamu mahamin teks?
S:	Membantu sekali.
R:	Kamu udah bisa belum <i>think aloud</i> , dek?
S:	Kalau <i>think aloud</i> saya sudah bisa, tapi kayaknya temen-temen masih ...
R:	Masih bingung gitu ya?
S:	Iya, terutama mereka yang sedikit kurang gitu lho, <i>miss</i> .
R:	Oya? Yang sedikit kurang itu bagian mana emangnya?
S:	Ya dearah sana-sana (nunjuk arah.)
R:	Emm.. kamu punya saran ga buat kedepannya?
S:	Saran buat siapa?
R:	Ya buat <i>miss</i> , buat kegiatan belajar kita. Apa aja.
S:	Ya.. lebih diperhatikan aja temen-temen yang kurang itu, <i>miss</i> .
R:	Iya. Yang kurang tu bagian mana sih, aku ga tau e. Sana ya (nunjuk arah).
S:	Ya pokoknya gitu.
R:	Kamu punya ide ngga dek, kira-kira kegiatan apa gitu yang bisa ngajak mereka ikut aktif.
S:	Apa ya. Ya terserah <i>miss</i> aja. Pokoknya lebih diperhatikan aja yang

	kurang. Terus yang udah bisa ya disingkirin dulu.
R:	Disingkirin gimana maksudnya?
S:	Haha. Ya maksudnya. Kalau yang udah bisa kan bisa sendiri gitu lho <i>miss</i> .
R:	Ya.ya.. bercanda. Ok. Makasih buat masukannya. Wah kamu perhatian banget ya sama temen-temen mu.
R:	Ga juga, <i>miss</i> .
S:	Tapi serius, bagus banget masukannya. Gitu aja ya. Makasih, dek.
R:	Ya, sama-sama, <i>miss</i> .

No. : Int-19
 Hari, tanggal : Kamis, 13 Februari 2014
 R : Researcher
 S : Mey Pamungkasti

R:	Dek, tanya-tanya donk?
S:	Tanya apa, mbak? Aku ngga ngerti mbak.
R:	Sedikit aja kok, soal belajar kita tadi?
S:	Hehe. Apa mbak?
R:	Gimana pelajarannya hari ini dek, namanya siapa ya?
S:	Mey, mbak.
R:	Iya dek Mey, gimana?
S:	Aku suka sih mbak.
R:	Dek Mey udah bisa belum pakai <i>think-aloud</i> nya?
S:	Sedikit-sedikit mbak.
R:	Kok cuma sedikit, masih belum terbiasa ya?
S:	Iya. Hehe.
R:	Kalau pakai <i>fix-up strategy</i> udah bisa belum?
S:	Bisa. Tapi kadang-kadang susah juga.
R:	Susahnya gimana, dek?
S:	Itu kan kita nebak-nebak gitu kan mbak. Jadi itu tu tergantung sama pengetahuan kita yang sebelum-belumnya juga kan. Kalau kita ga tau apa-apa soal katanya kan ya sama aja.
R:	Iya, betul. Ya itu kelemahannya <i>fix-up strategy</i> . kadang kan kita nebak karena kata itu mengingatkan kita akan sesuatu gitu kan. Atau kita misah-misahin katanya. Tapi kalau kita ga punya <i>background knowledge</i> nya, kita ga bisa nebak.
S:	Iya makanya itu mbak.
R:	Iya, terus gimana ya? Tandanya kamus itu juga masih penting. Haha. Kamu punya saran ga buat pertemuan kita berikutnya?
S:	Emm.. apa ya. Itu aja sih mbak. Teksnya tu di urutin dari yang mudah dulu baru ke yang susah, mbak.
R:	Emang teksnya susah ya?
S:	Yang pertama itu lho mbak. Susah.
R:	Bahasa ketinggian ya?

S:	Iya. Yang kemarin sama tadi itu lumayan.
R:	Okai. Makasih ya dek Mey.
S:	Ya, mbak.

No. : Int-20
 Hari, tanggal : Kamis, 13 Februari 2014
 R : Researcher
 S : Agustina Tiaraningsih

R:	Dek Agustina, boleh minta waktunya sebentar?
S:	Mau ngapain mbak, aku ngga bisa, mbak.
R:	Ngga bisa emang mau disuruh ngapain. Cuma tanya-tanya aja.
S:	Hehe.
R:	Gimana aktifitas hari ini, menurut kamu, dek?
S:	Asik, mbak. Mbok kaya tadi aja terus kalau belajar.
R:	Memang kenapa, dek? Ga suka ya kalau kaya' kemarin-kemarin itu.
S:	Ya suka, tapi jangan kaya gitu terus nanti kan bosan. Hehe. Selang-seling gitu mbak.
R:	Emm.. gitu. tadi waktu <i>vocabulary test</i> , kamu pakai <i>fix-up strategy</i> ngga'?
S:	Pake, kan katanya ga boleh pakai kamus. Nebak-nebak artinya gitu kan?
R:	Iya, kamu udah bisa sekarang?
S:	Bisa sih, mbak. Tapi kadang-kadang susah juga. Kaya tadi swerve itu kan aku ga bisa.
R:	Tapi menurutmu, <i>fix-up strategy</i> bagus ga?
S:	Bagus, mbak. Jadi bisa langsung aja. Kalau pas tes enak tu pakai kaya' gitu.
R:	Ok. Makasih ya.
S:	Ya, mbak.

No. : Int-21
 Hari, tanggal : Kamis, 13 Februari 2014
 R : Researcher
 BH : Bu Hermin Pitoyowati, S. Pd.

R :	Permisi, Bu. Maaf mengganggu.
BH:	Iya, mbak. Gapapa. Gimana?
R :	Itu, Bu. Mau tanya-tanya sedikit soal pelaksanaan pembelajaran selama ini.
BH:	Iya gimana?
R :	Ya bagaimana menurut ibu. Apa menurut ibu ada peningkatan begitu kegiatan belajar mengajarnya sama kemampuan reading siswa?
BH:	Emm.. sudah bagus ya kalau saya lihat. Anak-anak juga kelihatan suka belajarnya. Kelas juga jadi lebih aktif, paling tidak mereka ada suaranya.

R :	Begitu ya, bu. Mungkin penggunaan gambar sama PPT itu yang menarik perhatian siswa jadi mereka mau ikut aktif.
BH:	Iya, mungkin begitu. Saya itu kan jarang ya pakai <i>PowerPoint</i> begitu, jadi mereka juga lebih semangat.
R :	Kalau masalah pelaksanaan <i>think-aloud</i> sama <i>fix-up strategy</i> gimana ya, Bu?
BH:	Wah, kalau masalah itu mungkin mbaknya yang lebih paham. Saya kan belum ngerti tentang pakem-pakem nya teknik itu. Jadi ya saya tidak bisa menentukan.
R :	Hehe. Iya ya, Bu.
BH:	Tapi kalau di amati mereka lumayan terbantu pakai teknik itu.
R :	Beberapa siswa yang saya wawancarai juga bilang begitu, Bu. Hehe. Ibu ada saran mungkin buat pertemuan kedepan.
BH:	Ya ditambah lagi saja variasi-variasi kegiatannya, supaya anak-anak juga tidak bosan.
R :	Iya Bu, rencananya saya mau adakan <i>game</i> besok
BH:	Ya bagus kalau begitu.
R :	Ya sudah, emm.. gitu aja Bu. Terima kasih.
BH:	Iya mbak, sama-sama.

No. : Int-22
 Hari, tanggal : Kamis, 13 Februari 2014
 R : Researcher
 C : Collaborator

R:	Pembelajaran selama ini menurutmu gimana, Li?
C:	Yo udah bagus sih. Banyak peningkatan.
R:	Peningkatan apa?
C:	Ya mereka semakin hari kelihatan makin aktif kalau kamu nanya atau kalau disuruh apa gitu.
R:	Masalah <i>think-aloud</i> gimana?
C:	Bagus kok. Kayaknya mereka jadi lebih paham sama teksnya. Walaupun mereka awale ga mudeng. Lama-lama juga pasti terbiasa.
R:	Emmmm... Menurutmu penggunaan <i>fix-up strategy</i> gimana, Li?
C:	Nak tak liat sih, kebanyakan mereka uda bisa pakai. Ya paling ngga dalam satu grup tu ada 2 – 3 orang bisa pakai.
R:	Tadi ada yang tak tanya, bilang kalau <i>fix-up strategy</i> kan tergantung <i>background knowledge</i> kita. Jadi mereka yang ga punya <i>background knowledge</i> tentang kata yang dicari, tetep ga bisa nemuin artinya, Li? Enaknya gimana ya?
C:	Ya itu kan emang sudah jadi konsepnya. Ga ada teknik yang sempurna, pasti ada kelemahannya. Kalau <i>fix-up strategy</i> bisa nemuin semua kata. Bisa-bisa kamus ga laku, rin?
R:	Hahaha..

C:	Dilanjutkan aja, menurutku bagus kok <i>fix-up strategy</i> tu.
R:	Pas ngajar pakai PPT, menurutmu efektif ngga narik perhatiannya siswa?
C:	Yo efektif. Siswa kan jadi ga cuma dengar penjelasan, tapi juga ngeliat, ikut baca. Jadi mereka fokus ke slide.
R:	Kalau pakai gambar gitu, bagus ngga, Li?
C:	Bagus, jadi ga monoton tulisan tok.
R:	Ok. Ada saran?
C:	Emm, apa ya. Ga ada haha.
R:	Hmm kamu i, Li..
C:	Ya kan aku dah bilang semuanya bagus. Lanjut..

No. : Int-23
 Hari, tanggal : Kamis, 20 Februari 2014
 R : Researcher
 S : Yunita Wijayanti

R:	Dek, namanya dek siapa ini?
S:	Apa mbak, aku ga tau mbak, dia aja ni mbak.
R:	Eeh.. emang mau tak apain, cuma tanya dikit aja. Namanya siapa? Yunita?
S:	Iya.
R:	Dek yunita, menurut kamu gimana belajar kita selama ini?
S:	Enak. Menarik.
R:	Menariknya gimana?
S:	Ya banyak aktifitas gitu, gak monoton.
R:	Kamu suka ngga belajar pakai <i>think-aloud</i> ?
S:	Suka.
R:	Kenapa?
S:	Lebih gampang buat mahamin teks.
R:	Oya? Lebih mudah nya seperti apa?
S:	Ya jadi lebih cepet. Nyari <i>main idea</i> , nyari kata susah. Jadi bener-bener ngerti gitu, mbak.
R:	Oya mulai hari ini kan kita pakai sistem kredit poin? Menurutmu gimana?
S:	Bagus, sih. Jadi bikin kita lebih aktif.
R:	Terus kalau soal <i>game</i> nya? Kamu suka ngga?
S:	Suka. Main <i>game</i> aja terus mbak. Hehe.
R:	Main terus, nanti belajarnya kapan, dek?
S:	Ya diselang-seling gini.
R:	Kamu suka ngga belajar sama mbak?
S:	Suka. Mbak ngajar disini aja, nggantiin bu Hermin. Haha.
R:	Haha, aku pengennya juga gitu. Tapi repot juga nurutin kalian terus ya.
S:	Hehe.
R:	Ya udah, makasih ya dek Yunita.
S:	Ya mbak.

No. : Int-24

Hari, tanggal : Kamis, 20 Februari 2014
 R : Researcher
 S : Putri Sulistyani

R:	Dek Putri boleh minta waktunya sebentar?
S:	Ya mbak.
R:	Gimana pelajaran kita hari ini?
S:	Asyik. Seru.
R:	Suka ya main <i>game</i> kaya' tadi?
S:	Suka, jadi semangat. Hehe.
R:	Grup kamu yang pertama ya tadi?
S:	Iya donk mbak. Hahaha.
R:	Walaupun main game, ga lupa kan sama think-aloud? Kamu baca teksnya pakai <i>think aloud</i> ga tadi?
S:	Engga sih, katanya ga boleh tau temen sebelahnya. Kalau <i>think aloud</i> ya denger nuh mbak.
R:	Oiya dink. Betul.betul.betul. Tapi <i>fix-up strategy</i> pakai?
S:	Pake.
R:	Menurutmu <i>fix-up strategy</i> mbantu buat nyari arti kata susah ngga'?
S:	Mbantu. Lebih enak pake itu dari pada kamus. Terus juga mbak waktu itu juga ada kata yang tak cari di kamus ngga ada. Tapi nak pake itu bisa tau.
R:	Oya? Kata apa?
S:	Itu lho, waktu hari pertama... <i>remarkable</i> .
R:	Masa' ga ada di kamus?
S:	Di kamus hape mbak. Ga ada wi.
R:	Berarti <i>fix-up strategy</i> keren ya?
S:	Bisa dibilang gitu.

No. : Int-25
 Hari, tanggal : Kamis, 27 Februari 2014
 R : Researcher
 S : Leni Kusumawati

R:	Dek Leni, boleh minta waktunya sebentar?
S:	Kenapa mbak?
R:	Mau tanya-tanya aja. Gimana belajar kita selama ini?
S:	Bagus. Ngga mbosenin.
R:	Dek leni uda bisa belum pakai <i>think-aloud strategy</i> ?
S:	Udah, sih. Sebenarnya kita kan kalau baca juga kaya gitu, mbak. Cuma ngga diomongin.
R:	Iya, ini kan tujuannya supaya kalian aware sama proses berpikir kalian. Namanya <i>metacognitive awareness</i> .
S:	Ya. Hehe.

R:	<i>Think-aloud</i> mbantu kamu ga kalau lagi <i>reading</i> ?
S:	Membantu. Jadi lebih ngerti.
R:	Waktu nyari main idea, kaya tadi juga pake <i>think aloud</i> ?
S:	Pake'.
R:	Kamu udah bisa belum pakai <i>fix-up strategy</i> ?
S:	Udah lumayan bisa.
R:	<i>Fix-up strategy</i> membantu kamu ga kalau nyari arti kata?
S:	Mbantu, mbak. Mbantu banget.
R:	Tadi kan kita pakai <i>learning logs</i> sama <i>think-aloud monitoring sheet</i> lagi menurutmu gimana?
S:	Ya bagus-bagus aja mbak. Tadi ngerjainnya kan berpasangan. Waktu yang kemarin-kemarin itu kalo lagi ngerjain kadang ada yang ga ikut ngerjain. Jadi gimana gitu.
R:	Kamu uda mudeng ngisi monitoring sheetnya.
S:	Lumayan. Awalnya emang bingung.
R:	Baguslah kalo gitu. Ya udah makasih ya.
S:	Sama-sama mbak.

No. : Int-26
 Hari, tanggal : Kamis, 27 Februari 2014
 R : Researcher
 S : Azizah Dini F

R:	Dek Azizah, boleh tanya-tanya dikit?
S:	Boleh. Tanya apa mbak?
R:	Gimana pelajaran kita tadi?
S:	Nyenengin.
R:	Nyenenginnya gimana?
S:	Ya enak aja. Belajar banyak hal baru.
R:	Udah bisa belum pakai <i>think-aloud</i> dek?
S:	Dikit mbak.
R:	Kok dikit? Masih belum paham ya gimana pakainya?
S:	Belum terlalu paham.
R:	Kok gitu? Susah ya? Tapi dasarnya tau kan, kalau apa yang dipikirkan itu diomongin gitu?
S:	Tau. Tapi aku kadang juga ga tau apa yang tak pikirin, mbak. Haha.
R:	Okay... Tadi waktu mbak minta kalian buat ngungkapin pendapat kalian soal gambar-gambar, soal isi teks, gimana?
S:	Bagus. Kelasnya jadi ga sepi.
R:	Dek Azizah tadi juga sering ikut jawab kan?
S:	Iya. Hehe. Reflek gitu mbak, soalnya temen-temen juga pada jawab.
R:	Kalau pake gambar-gambar gitu mbantu kalian ga sih dek?
S:	Mbantu, mbak. Kita jadi punya gambaran apa yang mau dipelajari gitu. Jadi penasaran sama teksnya.

R:	Gambarnya nyambung ngga sama teks yang dikasih?
S:	Nyambung, kok. Terus juga gambarnya lucu.
R:	Gitu ya. Oke deh. Makasih ya dek Azizah. Maaf dah ganggu lho, mau ulangan ya nanti.
S:	Iya mbak.

No. : Int-27
 Hari, tanggal : Kamis, 27 Februari 2014
 R : Researcher
 S : M. Nur Sidiq

R:	Ganggu sebentar ya dek, namanya siapa?
S:	(nunjukin name tag'nya)
R:	Ya, dek M. Nur sidiq, gimana pelajaran Bahas Inggris selama ini?
S:	Enak mbak. Gue banget gitu mbak.
R:	Hahaha. Yang bener? Lo banget nya gimana?
S:	Ya suka aja. Variatif, baca novel, main game. jadi ngga monoton.
R:	Emang biasanya kelas <i>reading</i> gimana?
S:	Ya gitu.
R:	Gitu gimana?
S:	Baca teks, ngerjain soal, terus diterangin.
R:	Kamu uda paham belum sama <i>think-aloud</i> , dek?
S:	Udah.
R:	Bisa pake' nya?
S:	Bisa.
R:	Ok.. bener lho ya?
S:	Bener mbak, ciyus.
R:	Haha, ya ampun bahasamu. Kalau pakai <i>fix-up strategy</i> uda bisa juga?
S:	Udah.
R:	Siiip. Menurutmu bantu ngga <i>fix-up strategy</i> vocabulary kalian?
S:	Bantu banget. Jadi ga terlalu tergantung sama kamus.
R:	Biasanya tergantung sama kamus ya?
S:	Iya.
R:	Bawa kamus tapi?
S:	Engga'. Haha. Pinjem kan bisa.
R:	Yalah. Selama ini kan mbak ngajar pakai PPT, tadi juga, menurut kamu gimana?
S:	Bagus. Jadi ada gunanya itu LCD nya mbak.
R:	Haha. Oya, jarang di pake ya?
S:	Kadang-kadang, kalau presentasi.
R:	Tapi pakai PPT mbantu kamu jadi fokus waktu guru nerangin?
S:	Iya. Tadi juga ada gambar-gambarnya. Jadi lebih menarik.
R:	Okay. Makasih ya dek.

No. : Int-28

Hari, tanggal : Kamis, 27 Februari 2014
 R : Researcher
 BH : Bu Hermin Pitoyowati, S. Pd.

R :	Permisi, Bu?
BH:	Oya, Mbak? Ada apa? Sebentar saja ya, saya mau masuk kelas ini. Gimana? Gimana?
R :	Oh.. ini Bu, mau konsultasi saja. Kan saya <i>Cycle I</i> dan <i>Cycle II</i> sudah selesai. Mau minta pendapat ibu saja, bagaimana pelaksanaan strategi think-aloud ini, apa sudah berhasil begitu.
BH:	Oh.. kalau saya lihat sih sudah bagus ya, mbak. Tapi saya juga kurang tahu. Lagi pula saya kalau masuk tidak sampai selesai pelajaran. Jadi juga ngga' tau akhirnya. Tapi secara keseluruhan kelasnya sudah jadi lebih baik.
R :	Begitu ya, Bu. Jadi sudah ada perubahan dari perilaku siswa dan proses belajar mengajar reading kea arah yang lebih bagus ya?
BH:	Ya, saya kira begitu. Masa' sudah penelitian susah-susah ngga' ada perubahannya. Saya liat sudah berhasil kok.
R :	Hehe. Ya kalau begitu berarti hari ini jadi pertemuan terakhir penelitian saya, Bu?
BH:	Oh gitu. Ya gapapa.
R :	Jadi hari sabtu besok saya <i>post-test</i> saja.
BH:	Ya, silakan-silakan.
R :	Ya sudah, bu. Maaf sekali sudah mengganggu. Hehe.
BH:	Gapapa. Sudah ya saya ke kelas dulu, mbak.
R :	Iya, mari, Bu.

No. : Int-29
 Hari, tanggal : Kamis, 27 Februari 2014
 R : Researcher
 C : Collaborator

R:	Gimana, Pit?
C:	Gimana?
R:	Dari semua <i>actions</i> yang dah tak lakuin, kira-kira udah berhasil belum.
C:	Udah.
R:	Serius?
C:	Udah yo. Mereka kayak e udah bisa pakai <i>think-aloud</i> , <i>fix-up strategy</i> , terus kelas juga lebih aktif dari KBM biasanya.
R:	Gitu? Menurutmu <i>group competition</i> sama <i>credit points</i> efektif ningkatin partisipasi siswa?
C:	Efektif.
R:	Terus <i>reading comprehension</i> mereka juga naik?
C:	Ya itu nanti diliat <i>post-test</i> nya aja gimana?
R:	Yalah.

APPENDIX C

OBSERVATION CHECKLIST

Observation Checklist

Berilah tanda centang (✓) pada kolom yang tersedia sesuai dengan hasil observasi yang anda lakukan.

No	Kegiatan	Kondisi	
		Ya	Tidak
1.	Guru mengenalkan strategi <i>Think-Aloud</i> yang akan digunakan selama pembelajaran dan menjelaskan prosedur pelaksanaannya.	✓	
2.	Guru mengenalkan topik yang akan diajarkan hari ini dan menanyakan pengetahuan siswa tentang topik tsb.	✓	
3.	Guru membagikan teks dan siswa melakukan <i>brainstorming</i> dan memprediksi isi teks tsb.	✓	
4.	Guru memberikan model penerapan <i>Think-Aloud</i> dalam teks tsb.	✓	
5.	Siswa mempraktekan <i>Think-Aloud</i> ketika membaca teks.	✓	
6.	Siswa dan guru mendiskusikan isi dari teks dan respon-respon yang digunakan dalam proses <i>Think-Aloud</i> .	✓	
7.	Siswa dibagi dalam grup.	✓	
8.	Guru membagikan <i>learning log</i> dan <i>think-aloud monitoring sheet</i> kepada siswa.	✓	
9.	Siswa melakukan <i>Think-Aloud</i> secara bergantian di dalam grup mereka masing-masing.	✓	
10.	Siswa melengkapi <i>learning log</i> yang diberikan guru dan mengisi <i>Think-Aloud monitoring sheet</i> .	✓	
11.	Guru memonitor proses <i>Think-Aloud</i> yang dilakukan siswa.	✓	
12.	Siswa secara sukarela mendemonstrasikan <i>Think-Aloud</i> mereka kepada kelas dan menjawab pertanyaan-pertanyaan terkait teks tsb.	✓	
13.	Siswa lain memberikan tanggapan terkait <i>Think-Aloud</i> dan jawaban yang diberikan teman mereka.		✓
14.	Guru bersama siswa membahas pekerjaan siswa.	✓	
15.	Guru menutup kelas dan meminta siswa berlatih <i>Think-Aloud</i> di rumah sebagai persiapan pertemuan berikutnya.	✓	

Klaten, 6 Februari 2014




(Aprisilia Ika Mawarti,

Observation Checklist

Berilah tanda centang (✓) pada kolom yang tersedia sesuai dengan hasil observasi yang anda lakukan.

No	Kegiatan	Kondisi	
		Ya	Tidak
1.	Guru me-review kembali materi dan startegi <i>Think-Aloud</i> yang diajarkan pada pertemuan sebelumnya.	✓	
2.	Guru mengenalkan topik yang akan diajarkan hari ini yaitu <i>love and friendship</i> dan menanyakan pengetahuan siswa tentang topik tsb.	✓	
3.	Siswa dibagi dalam grup dan diberikan sebuah teks cerita tentang persahabatan, learning log dan Think-aloud monitoring sheet untuk dilengkapi.	✓	
4.	Siswa melakukan <i>brainstorming</i> dan memprediksi isi cerita tsb sebelum membacanya.	✓	
5.	Guru memberikan model penerapan <i>Think-Aloud</i> dalam cerita tsb.	✓	
6.	Guru memberikan contoh penerapan <i>fix-up strategy</i> untuk menemukan arti dari kata sukar dalam teks.	✓	
7.	Siswa melakukan <i>Think-Aloud</i> secara bergantian di dalam grup mereka masing-masing.	✓	
8.	Siswa dapat mencari makna dari kata-kata sukar yang mereka temukan dalam teks.	✓	
9.	Siswa dapat mengidentifikasi main ideas dari teks yang diberikan.	✓	
10.	Guru memonitor proses <i>Think-Aloud</i> yang dilakukan siswa.	✓	
11.	Siswa secara sukarela mendemonstrasikan <i>Think-Aloud</i> mereka kepada kelas.		✓
12.	Guru bersama siswa membahas soal-soal yang telah dikerjakan siswa.	✓	
13.	Siswa diberikan teks lain bertema <i>love</i> untuk dibaca dan dipahami menggunakan <i>Think-Aloud</i> .	✓	
14.	Siswa melengkapi <i>story map</i> sesuai dengan isi dari teks.	✓	
15.	Siswa dapat menganalisis bagian-bagian dari teks narrative yang diberikan.	✓	

Klaten, 8 Februari 2014



(Apri silia Ika M.)

Observation Checklist

Berilah tanda centang (✓) pada kolom yang tersedia sesuai dengan hasil observasi yang anda lakukan.

No	Kegiatan	Kondisi	
		Ya	Tidak
1.	Guru me-review teks yang diajarkan pada pertemuan sebelumnya yaitu tentang persahabatan.	✓	
2.	Guru mengenalkan topik yang akan diajarkan hari ini.	✓	
3.	Siswa melakukan <i>brainstorming</i> dan memprediksi isi cerita sebelum membacanya.	✓	
4.	Siswa diberikan <i>vocabulary input</i> terkait topik yang akan dipelajari hari ini.	✓	
5.	Siswa dapat menemukan arti kata menggunakan <i>fix-up strategy</i>	✓	
6.	Siswa dibagi dalam grup dan diberikan <i>jumbled story</i> .	✓	
7.	Guru melakukan <i>modeling THINK-ALOUD</i> untuk menyusun teks secara berurutan.	✓	
8.	Siswa mempraktekan <i>Think-Aloud</i> untuk mengurutkan teks agar menjadi cerita yang baik.	✓	
9.	Guru memonitor proses <i>Think-Aloud</i> yang dilakukan siswa.	✓	
10.	Guru dan siswa membahas hasil kerja siswa bersama-sama.	✓	
11.	Siswa memprediksi bagian akhir cerita yang hilang dari teks tsb.	✓	
12.	Guru menjelaskan materi tentang narrative texts atau stories.	✓	
13.	Siswa diberikan teks lain untuk dipahami menggunakan <i>Think-Aloud</i> .	✓	
14.	Siswa menjawab pertanyaan terkait isi teks tersebut.	✓	
15.	Guru menyimpulkan kegiatan belajar hari ini.		✓

Klaten, 15 Februari 2014


()
NUR RIZKI A.

Observation Checklist

Berilah tanda centang (✓) pada kolom yang tersedia sesuai dengan hasil observasi yang anda lakukan.

No	Kegiatan	Kondisi	
		Ya	Tidak
1.	Guru me-review jenis teks yang diajarkan pada pertemuan sebelumnya dan memberitahu siswa bahwa mereka kan belajar jenis teks lain.	✓	
2.	Guru mengenalkan topik yang akan diajarkan hari ini yaitu pengalaman lucu atau memalukan dan menanyakan siswa terkait topik tsb.	✓	
3.	Siswa berbagi cerita mengenai pengalaman lucu mereka.		✓
4.	Guru memberitahu siswa bahwa mereka akan bermain <i>chain story</i> dengan <i>spoof texts</i> .	✓	
5.	Guru memberitahu siswa bahwa mulai kelas ini dan berikutnya pembelajaran akan menerapkan sistem <i>credit points</i> dimana grup pemenang dan siswa yang aktif akan mendapat <i>reward</i> atau poin.	✓	
6.	Siswa dibagi dalam grup dan masing-masing siswa dalam grup mendapat teks yang berbeda.	✓	
7.	Guru menjelaskan peraturan dari permainan <i>chain story</i> .	✓	
8.	Siswa memahami teks milik mereka masing-masing menggunakan <i>Think-Aloud</i> .	✓	
9.	Siswa dapat memahami teks dan menceritakan kembali isi teks kepada teman satu grup mereka.	✓	
10.	Guru memonitor proses selama siswa melakukan <i>chain story</i> .	✓	
11.	Siswa selesai melakukan permainan dan menuliskan ringkasan dari teks tsb.	✓	
12.	Guru dan siswa berdiskusi mengenai isi teks dan hasil tulisan siswa.	✓	
13.	Guru dan siswa bersama-sama melakukan <i>Think-Aloud</i> untuk menemukan ide penting dari <i>spoof texts</i> yang mereka baca.	✓	
14.	Siswa menjawab soal-soal terkait dengan teks.	✓	
15.	Guru menyimpulkan pembelajaran mereka terkait <i>spoof text</i> .	✓	

Klaten, 20 Februari 2014

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Nur Fitri R.

Observation Checklist

Berilah tanda centang (✓) pada kolom yang tersedia sesuai dengan hasil observasi yang anda lakukan.

No	Kegiatan	Kondisi	
		Ya	Tidak
1.	Guru me-review teks dan materi yang siswa pelajari di pertemuan sebelumnya.	✓	
2.	Siswa ditunjukkan sebuah gambar seorang bajak laut dan melakukan <i>brainstorming</i> dan <i>Think-Aloud</i> tentang apa yang akan mereka pelajari terkait gambar tsb.	✓	
3.	Siswa dibagi secara berpasangan dan diberikan sebuah <i>spoof</i> teks.	✓	
4.	Sebelum membaca teks siswa memprediksi isi dari cerita tsb.	✓	
5.	Guru memberikan <i>model Think Aloud</i> dan <i>fix-up strategy</i> ketika membaca teks tsb.	✓	
6.	Masing-masing pasangan diberikan <i>Think-Aloud monitoring sheet</i> dan secara bergantian siswa mempraktekan <i>Think-Aloud</i> .	✓	
7.	Guru memonitor proses <i>Think-Aloud</i> yang dilakukan siswa.	✓	
8.	Siswa dapat menemukan arti kata sukar menggunakan <i>fix-up strategy</i> .	✓	
9.	Siswa dapat menyelesaikan tugas terkait isi teks tsb.	✓	
10.	Siswa masih secara berpasangan diberikan <i>spoof text</i> lain dan <i>learning log</i> untuk dilengkapi.	✓	
11.	Siswa melakukan <i>brainstorming</i> dan <i>prediction</i> terkait teks tsb.	✓	
12.	Siswa menerapkan <i>fix-up strategy</i> untuk menemukan arti kata sukar dalam teks.	✓	
13.	Siswa dapat mengidentifikasi <i>main ideas</i> dari teks menggunakan <i>Think-Aloud</i> .	✓	
14.	Siswa mengidentifikasi organisasi dari teks <i>spoof</i> dan ciri-cirinya.	✓	
15.	Guru menjelaskan tentang teks <i>spoof</i> kepada siswa.	✓	

Klaten, 27 Februari 2014

(Aprisilia R. M.)

APPENDIX D

INTERVIEW GUIDELINE

Preliminary Interview Guideline

A. For the teacher

1. Menurut anda bagaimana respon siswa terhadap pembelajaran Bahasa Inggris khususnya reading?
2. Apa kesulitan-kesulitan yang dialami siswa dalam belajar reading?
3. Biasanya aktifitas seperti apa yang dilakukan ketika belajar reading?
4. Pernah tidak menggunakan teknik mengajar atau strategi tertentu untuk mengajar reading kepada siswa?
5. Aktifitas seperti apa yang menurut anda ideal dalam pembelajar reading?
6. Bagaimana pendapat anda mengenai Think-Aloud Strategy ini?

B. For the students

1. Suka tidak pelajaran Bahasa Inggris?
2. Suka baca tulisan-tulisan berbahasa Inggris tidak?
3. Kesulitan waktu baca teks Bahasa Inggris apa
4. Kalau diminta cari main idea gimana? Bisa tidak?
5. Ada kesulitan lain tidak kalo diminta baca dan memahami teks?
6. Kalau ada kata-kata sulit apa yang dilakukan?
7. Selama ini kegiatan belajar reading seperti apa? Membantu tidak?
8. Bu guru kalau mengajar biasanya pakai media apa?
9. (pertanyaan terkait hasil observasi)

Whilst-Research Interview Guideline

A. For the teacher

1. Bagaimana implementasi teknik Think-Aloud sejauh ini?
2. Bagaimana dengan aktifitas yang dilakukan?
3. Bagaimana interaksi antara guru dengan siswa?
4. Bagaimana interaksi antar siswa selama pembelajaran?
5. Menurut anda apa siswa cukup terbantu dengan menggunakan teknik ini?
6. Apa ada saran atau kritik yang bisa diberikan untuk pertemuan-pertemuan berikutnya?

B. For the collaborator

1. Bagaimana implementasi teknik Think-Aloud sejauh ini?
2. Menurut anda apa siswa sudah paham dengan konsep Think-Aloud ini?
3. Bagaimana dengan aktifitas dan material yang digunakan?
4. Bagaimana interaksi antara guru dengan siswa?
5. Bagaimana interaksi antar siswa selama pembelajaran?
6. Menurut anda apa siswa cukup terbantu dengan menggunakan teknik ini?
7. Apa ada saran atau kritik yang bisa diberikan untuk pertemuan-pertemuan berikutnya?

C. For the students

1. Gimana pelajaran reading hari ini?
2. Bagaimana penggunaan strategi Think-Aloud? Sudah mengerti belum gimana langkah-langkahnya?
3. Apa teknik Think-Aloud yang diterapkan membantu kamu untuk memahami teks?
4. Senang tidak menggunakan teknik seperti ini?
5. Ada yang kurang tidak dari penerapan teknik Think-Aloud ini?
6. Kalau diminta mencari main idea dengan teknik Think-Aloud sudah bisa belum?
7. Untuk masalah kosakata, teknik Think-Aloud membantu kamu tidak?

Post Interview Guideline

A. For the teacher

1. Bagaimana penggunaan teknik Think-Aloud dalam kelas reading selama ini?
2. Apakah menurut anda teknik ini membantu siswa dalam memahami teks Bahasa Inggris?
3. Menurut anda apakah interaksi antara guru dengan siswa dan antar siswa meningkat dengan menerapkan teknik ini?
4. Bagaimana tingkat partisipasi siswa selama pembelajaran?
5. Apakah sistem credit point yang digunakan menambah motivasi siswa untuk aktif didalam kelas?
6. Menurut anda pengimplementasian teknik Think-aloud untuk meningkatkan kemampuan membaca siswa dapat dikatakan berhasil?
7. Bagaimana pendapat anda tentang teknik Think-Aloud ini? Apakah anda berminat untuk menggunakan teknik ini dikemudian hari?

B. For the collaborator

1. Bagaimana penggunaan teknik Think-Aloud dalam kelas reading selama ini?
2. Apakah menurut anda teknik ini membantu siswa dalam memahami teks Bahasa Inggris?
3. Menurut anda apakah interaksi antara guru dengan siswa dan antar siswa meningkat dengan menerapkan teknik ini?
4. Bagaimana tingkat partisipasi siswa selama pembelajaran?
5. Apakah sistem credit point yang digunakan menambah motivasi siswa untuk aktif didalam kelas?
6. Menurut anda pengimplementasian teknik Think-aloud untuk meningkatkan kemampuan membaca siswa dapat dikatakan berhasil?

C. For the students

1. Bagaimana pelajaran reading selama ini?
2. Bagaimana penggunaan teknik Think-Aloud selama ini?
3. Senang tidak menggunakan teknik seperti ini ketika belajar Bahasa Inggris?
4. Apa teknik Think-Aloud yang diterapkan membantu kamu untuk memahami teks dibandingkan sebelum menggunakan teknik?
5. Kalau diminta mencari main idea sekarang sudah bisa belum?
6. Menurut anda apa Think-Aloud membantu anda mengerti kata-kata sulit juga?
7. Apakah penerapan credit point meningkatkan partisipasi kalian didalam kelas?

APPENDIX E

COURSE GRID

Course Grid

School : SMAN 2 Klaten Grade/ Class : XI/Imersi
 Subject : English Semester : II

Cycle 1 Meeting 1							
Standard Competency	Basic Competency	Learning Materials	Learning Activities	Indicators	Assessments	Resources	Meeting/ Time
A.11. Understanding the meaning of written functional text and short simple essay in the form of narrative, exposition, and spoof which related to surrounding environment and/or in the academic context	11.1. Responding properly and efficiently explicit meaning of short simple essay in the form of narrative which related to surrounding environment and/or in the academic context	<p>The extracts of "The Chronicles of Narnia: Prince Caspian" By C.S. Lewis</p> <p>Narrative: The social purpose of this type of text is entertaining because they deal with the unusual and unexpected development of events.</p> <p>Organization of the text:</p>	<p>BKOF:</p> <ul style="list-style-type: none"> - introducing the think-aloud strategy - explaining the procedure of the think-aloud - introducing today's learning topic - gaining students prior knowledge about the topic <p>MOT:</p> <ul style="list-style-type: none"> - giving the students the text - brainstorming and predicting the content of the text - modelling the think-aloud strategy - demonstrating fix-up strategy 	<ul style="list-style-type: none"> - identifying the main ideas of the text - identifying the meaning of difficult words in the text - identifying the detail information of the text 	Written assessment	<p>www.miltoindodd.files.wordpress.com</p> <p>Reading for Understanding</p>	2x45"

		<ul style="list-style-type: none"> - orientation: containing plot and characters. - evaluation: evaluating the plight of the story. - complication: crisis of the story. - resolution: the crisis is resolved, for better or for worse. 	<ul style="list-style-type: none"> - discussing the idea of the text <p>JCOT:</p> <ul style="list-style-type: none"> - students practicing the think-aloud - recording the think-aloud process on the think-aloud monitoring sheet - completing the learning log <p>ICOT:</p> <ul style="list-style-type: none"> - giving the students another text - students practicing the think aloud - completing the task related to the text 				
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Course Grid

School : SMAN 2 Klaten Grade/ Class : XI/ Imeri
 Subject : English Semester : II

Cycle 1 Meeting 2-3							
Standard Competency	Basic Competency	Learning Materials	Learning Activities	Indicators	Assessments	Resources	Meeting/ Time
A.11. Understanding the meaning of written functional text and short simple essay in the form of narrative, exposition, and spoof which related to surrounding environment and/or in the academic context	11.1. Responding properly and efficiently explicit meaning in the functional text and short simple essay in the form of narrative, which related to surrounding environment and/or in the academic context	Stories: - Damon and Phintias - The CD Boy - No Charge for Love Narrative: The social purpose of this type of text is entertaining because they deal with the unusual and unexpected development	BKOF: - introducing today's learning topic - gaining students prior knowledge about the topic - connecting their prior knowledge to the topic - giving the students a story - brainstorming and predicting the content of the text MOT: - modelling the think-aloud strategy - demonstrating fix-up strategy - students taking turns in group practice the think-aloud of the text - completing the learning log and the think-aloud monitoring sheet	- identifying the main ideas of the text - identifying the meaning of difficult words in the text - identifying the detail information of the text	Written assessment	Developing English Competencies Reading for Understanding Interlanguage	4x45"

		<p>of events.</p> <p>Organization of the text:</p> <ul style="list-style-type: none"> - orientation: containing plot and characters. - evaluation: evaluating the plight of the story. - complication: crisis of the story. - resolution: the crisis is resolved, for better or for worse. 	<ul style="list-style-type: none"> - answering some questions related to the text - explaining the notion of narrative text <p>JCOT:</p> <ul style="list-style-type: none"> - giving the students a new story - brainstorming and predicting the content of the text - modelling the think-aloud strategy of the text - students practicing the think-aloud - recording the think-aloud process on the think-aloud monitoring sheet\ - completing the learning log - discussing the students' learning log result <p>ICOT:</p> <ul style="list-style-type: none"> - giving the students another story - practicing the think-aloud of the text to comprehend the text - answering questions related to the text 				
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Course Grid

School : SMAN 2 Klaten Grade/ Class : XI/Imersi
 Subject : English Semester : II

Cycle 2 Meeting 4-5							
Standard Competency	Basic Competency	Learning Materials	Learning Activities	Indicators	Assessments	Resources	Meeting/ Time
A.11. Understanding the meaning of written functional text and short simple essay in the form of narrative, exposition, and spoof which related to surrounding environment and/or in the academic context	11.1. Responding properly and efficiently explicit meaning in the functional text and short simple essay in the form of spoof which related to surrounding environment and/or in the academic context	Stories: - A Pirate at a Bar - Saved by Stilts - 3 other short spoof texts Spoof: a type of story which has a twist (funny part in the end of the story)	BKOF: - introducing todays learning topic - gaining students prior knowledge about the topic - connecting their prior knowledge to the topic - showing students a picture related to the up-coming text - brainstorming and predicting the content of the text by only looking at the picture MOT: - giving the students a text - modelling the think-aloud strategy - demonstrating fix-up strategy - students taking turns in group practice the think-aloud of the text	- identifying the main ideas of the text - identifying the meaning of difficult words in the text - identifying the detail information of the text	Written assessment	Developing English Competencies Reading for Understanding Interlanguage	4x45"

		<p>Organization of the text:</p> <ul style="list-style-type: none"> - orientation: the opening of the story which sets the scene. - events: the details of the events in the story. - twist: the funny or unpredictable ending of the story. 	<ul style="list-style-type: none"> - completing the learning log and the think-aloud monitoring sheet - answering some questions related to the text - explaining the characteristics of spoof text <p>JCOT:</p> <ul style="list-style-type: none"> - giving the students a new story - brainstorming and predicting the content of the text - modelling the think-aloud strategy of the text - students practicing the think-aloud - recording the think-aloud process on the think-aloud monitoring sheet\ - completing the learning log - answering questions related to the text <p>ICOT:</p> <ul style="list-style-type: none"> - in pairs, giving the students short spoof text (in class there are 3 different texts) - practicing the think-aloud of the text to comprehend the text - answering questions related to the text 				
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APPENDIX F

LESSON PLANS

LESSON PLAN

School	:	SMA N 2 KLATEN
Subject	:	English
Class/semester	:	XI/2
Skill	:	Reading
Time Allocation	:	2 x 45 minutes
Genre	:	Narrative

A. Standard of Competence

Understanding the meaning of written functional text and short simple essay in the form of narrative, exposition, and spoof which related to surrounding environment and/or in the academic context

B. Basic Competency

Responding properly and efficiently explicit meaning in the functional text and short simple essay in the form of narrative which related to surrounding environment and/or in the academic context

C. Learning goal

At the end of the lesson, students are expected to be able to understand and to respond to a narrative text through think-aloud strategy.

D. Indicators

1. identifying the main ideas of the text
2. identifying the meaning of difficult words in the text
3. identifying the detail information of the text

E. Learning Strategy: Think-Aloud Strategy

F. Learning Material

“The Chronicles of Narnia: Prince Caspian” by C.S. Lewis

CHAPTER ONE THE ISLAND

ONCE there were four children whose names were Peter, Susan, Edmund, and Lucy, and it has been told in another book called *The Lion, the Witch and the Wardrobe* how they had a remarkable adventure. They had opened the door of a magic wardrobe and found themselves in a quite different world from ours, and in that different world they had become Kings and Queens in a country called Narnia. While they were in Narnia they seemed to reign for years and years; but when they came back through the door and found themselves in England again, it all seemed to have taken no time at all. At any rate, no one noticed that they had ever been away, and they never told anyone except one very wise grown-up.

That had all happened a year ago, and now all four of them were sitting on a seat at a railway station with trunks and play boxes piled up round them. They were, in fact, on their way back to school. They had travelled together as far as this station, which was a junction; and here, in a few minutes, one train would arrive and take the girls away to one school, and in about half an hour another train would arrive and the boys would go off to another school. The first part of the journey, when they were all together, always seemed to be part of the holidays; but now when they would be saying good-bye and going different ways so soon, everyone felt that the holidays were really over and everyone felt their term-time feelings beginning again, and they were all rather gloomy and no one could think of anything to say. Lucy was going to boarding school for the first time.

It was an empty, sleepy, country station and there was hardly anyone on the platform except themselves. Suddenly Lucy gave a sharp little cry, like someone who has been stung by a wasp.

"What's up, Lu?" said Edmund - and then suddenly broke off and made a noise like "Ow!"

"What on earth-", began Peter, and then he too suddenly changed what he had been going to say. Instead, he said, "Susan, let go! What are you doing? Where are you dragging me to?"

"I'm not touching you," said Susan. "Someone is pulling me. Oh - oh -oh -stop it!" Everyone noticed that all the others' faces had gone very white.

"I felt just the same," said Edmund in a breathless voice. "As if I were being dragged along. A most frightful pulling-ugh! it's beginning again."

"Me too," said Lucy. "Oh, I can't bear it."

"Look sharp!" shouted Edmund. "All catch hands and keep together. This is magic - I can tell by the feeling. Quick!"

"Yes," said Susan. "Hold hands. Oh, I do wish it would stop-oh!"

Next moment the luggage, the seat, the platform, and the station had completely vanished. The four children, holding hands and panting, found themselves standing in a woody place - such a woody place that branches were sticking into them and there was hardly room to move. They all rubbed their eyes and took a deep breath.

"Oh, Peter!" exclaimed Lucy. "Do you think we can possibly have got back to Narnia?"

.....

1. Who are the characters of the story?
2. Where does the story take place?
3. Why do they sit at the railway station?
4. What happen while they are waiting for the train?
5. Where do they might be in after the incident at the railway station?
6. What kind of story this novel is?

Features of narrative texts:

Purpose: To amuse, entertain, and to deal with actual or vicarious experiences in different ways.

Text structure:

1. **Orientation:** Sets the scene and introduces the participants.
2. **Complication:** A crisis arises. A description/explanation of the problem.
3. **Resolution:** The crisis is resolved.

G. Learning Activities

Phase	Activities
Opening 10 minutes	<ul style="list-style-type: none"> - Greeting, prayer - Checking attendance - Checking students' preparedness - Telling teacher's intentions that is the research
BKOF 20 minutes	<ul style="list-style-type: none"> - Students are presented the term "think-aloud". Teacher tells the students that they are going to use this strategy for the next few meetings. - Students are given explanation related to the think-aloud strategy. - Students are told they are going to learn to use the strategy in reading an extract of a novel. - Students are shown the cover book picture of a novel. - Students brainstorm and predict what the novel is going to about by thinking aloud on the picture. - Students share their background knowledge related to the novel.

MOT 15 minutes	<ul style="list-style-type: none"> - Students, in pairs, are given the extract of the novel script. - The teacher models the think aloud of some sentences in the novel. - The teacher models how to define the meaning of difficult words in the text by using fix up strategy. - Students identify the response used by the teacher when thinking aloud. - Students practice to use think aloud while reading the text. - Students answer some questions related to the text. - Students identify the characteristics and linguistic features of the texts. - Teacher gives explanation related to narrative text.
JCOT 20 minutes	<ul style="list-style-type: none"> - Students in group of four are given the learning log to be completed based on their comprehension of the text. - Students practice the think aloud in their group by taking turns. - Students and the teacher discuss the students' works.
ICOT 20 minutes	<ul style="list-style-type: none"> - Students are given another little part of the novel. - In pairs, students practice the think aloud to comprehend the text. - Students complete some task based on the text given.
Closure 5 minutes	<ul style="list-style-type: none"> - Summarizing - Reflection - Telling the next meeting activity - Prayer, closure

H. Learning Media

- LCD projector
- Laptop
- Novel

- White board/ board marker

I. Resources

Schoenbach, R., Greenleaf, C. L., Cziko, C., Hurwitz, L. (2000). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco, CA: Jossey-Bass, 78.

<http://miltondodd.files.wordpress.com/2011/08/the-chronicles-of-narnia-all-7-books.pdf>

J. Assessment

Assessment type: written assessment

Instruments:

Read the text below then complete the story map based on the text.

PRINCE CASPIAN lived in a great castle in the centre of Narnia with his uncle, Miraz, the King of Narnia, and his aunt, who had red hair and was called Queen Prunaprismia. His father and mother were dead and the person whom Caspian loved best was his nurse, and though (being a prince) he had wonderful toys which would do almost anything but talk, he liked best the last hour of the day when the toys had all been put back in their cupboards and Nurse would tell him stories.

He did not care much for his uncle and aunt, but about twice a week his uncle would send for him and they would walk up and down together for half an hour on the terrace at the south side of the castle. One day, while they were doing this, the King said to him,

"Well, boy, we must soon teach you to ride and use a sword. You know that your aunt and I have no children, so it looks as if you might have to be King when I'm gone. How shall you like that, eh?"

"I don't know, Uncle," said Caspian.

"Don't know, eh?" said Miraz. "Why, I should like to know what more anyone could wish for!"

"All the same, I do wish," said Caspian.

"What do you wish?" asked the King.

"I wish - I wish - I wish I could have lived in the Old Days," said Caspian. (He was only a very little boy at the time.)

Up till now King Miraz had been talking in the tiresome way that some grown-ups have, which makes it quite clear that they are not really interested in what you are saying, but now he suddenly gave Caspian a very sharp look.

Main characters		
Names:		
Setting		
Where?	Description:	
Plot/outline		
Beginning	Problem	What the character do?
Conclusion		
How does the story end?		

Assessment Rubric:

Criteria	Score
Complete, appropriate, and understandable	4
Some information, less appropriate, and understandable	3
Limited information, less appropriate, difficult to be understood	2
Limited information, inappropriate, and difficult to be understood	1
No answer	0

Learning Log

Group members :

- 1.
- 2.
- 3.
- 4.

1. Brainstorming

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2. Prediction

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3. Fix-up strategy on difficult words

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..... :	_____ :	_____
..... :	_____ :	_____
..... :	_____ :	_____
..... :	_____ :	_____
..... :	_____ :	_____
..... :	_____ :	_____
..... :	_____ :	_____

4. Main ideas

Paragraph :

Paragraph :

Paragraph :

Paragraph :

5. What is the text mainly about?

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LESSON PLAN

School	:	SMA N 2 KLATEN
Subject	:	English
Class/semester	:	XI/2
Skill	:	Reading
Time Allocation	:	4 x 45 minutes
Genre	:	Narrative

A. Standard of Competence

Understanding the meaning of written functional text and short simple essay in the form of narrative, exposition, and spoof which related to surrounding environment and/or in the academic context

B. Basic Competency

Responding properly and efficiently explicit meaning in the functional text and short simple essay in the form of narrative which related to surrounding environment and/or in the academic context

C. Learning goal

At the end of the lesson, students are expected to be able to understand and to respond to a narrative text through think-aloud strategy.

D. Indicators

4. identifying the main ideas of the text
5. identifying the meaning of difficult words in the text
6. identifying the detail information of the text

E. Learning Strategy: Think-Aloud Strategy

F. Learning Material

Damon and Phintias

There once were two best friends named Damon and Phintias. They lived in Syracuse, Sicily in the 4th century BC. They were philosophers of Pythagorean School. One day Phintias was sentenced to death by Dionysius the Younger, the ruler of the city, for plotting against his rule. Phintias then begged for permission to go home to finish his private affairs before he's executed. Dionysius of course refused his request. Phintias felt very sad and hopeless.

But then, Damon came to Dionysius and begged to grant Phintias's request. Damon loyally offered to replace Phintias while he is gone. He is willing to take Phintias's place in prison. Dionysius then agreed and granted their request. Phintias was very happy and thankful for his friend's sacrifice. He promised Damon that he will return as soon as possible. He started home as fast as he can.

Days gone by and Damon waited very patiently in jail. But until the day before his execution, Phintias had not returned. And on his execution day Phintias still had not returned. Damon knew that he had to take Phintias's place and get executed if Phintias didn't show up.

It turned out that Phintias had tried to keep his promise to his best friend, but he cannot. He got delayed on his way back. Phintias heart beat fast. He felt very uneasy. He feared that he would be too late, and Damon, his faithful friend will get executed because of him.

Dionysius told Damon that it's the execution day and since Phintias had not returned he had to take his place. Incredibly, just as Damon was about to die in his place, Phintias arrived. He shouted to stop the execution. He felt so relief that his friend is still alive. He apologized to Damon for his delay. Damon said that it's alright and he told Phintias that he trusted him. Dionysius was so impressed by this example of loyalty that he pardoned Phintias and asked to share their friendship.

Adapted from: Microsoft ® Encarta ® 2006. © 1993-2005 Microsoft Corporation. All rights reserved.

Stories

Stories consist of several parts. They are the beginning, the problem that occurred, how the problem was solved, and the ending of the story.

- The beginning of the story has the function of introducing the characters of the story, where and when the story occurred. This part of the story is called orientation.
- How the problem starts until its crisis point (climax) of the problem, in which the character(s) have to face is called the complication.
- How the problem is solved or ended is called the resolution.

- The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer is called re-orientation. However, this part of the story is optional. You may or may not find it in a story.

The social purpose of this type of text is entertaining because they deal with the unusual and unexpected development of events. It also instruct because they teach readers and listeners that problems patterns of behavior that are generally highly valued.

The common grammatical features of narrative texts include:

- use of particular nouns to refer to or describe the particular people, animals and things that the story is about;
- use of adjectives to build noun groups to describe the people, animals or things in the story;
- use of time connectives and conjunctions to sequence events through time;
- use of adverbs and adverbial phrases to locate the particular incidents or events;
- use of past tense action verbs to indicate the actions in a narrative;
- use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

Do you believe that love should be expressed? Do you believe that opportunities never come twice? Now, read a story which can make you realize that love should be expressed.

The CD Boy

A boy walked into a CD store and saw a girl behind the counter. She smiled and he thought it was the most beautiful smile he has ever seen before.

He said “Uh... Yeah... Umm... I would like to buy a CD.” He picked one out and gave her money for it.

“Would you like me to wrap it for you?” she asked, smiling her cute smile again.

He nodded and she went to the back. She came back with the wrapped CD and gave it to him. He took it and walked out of the store. He went home and from then on, he went to that store everyday and bought a CD, and she wrapped it for him. He took the CD home and put it in his closet. He was still too shy to ask her out and he really wanted to but he couldn’t.

His mother found out about this and told him to just ask her. So the next day, he took all his courage and went to the store. He bought a CD like he did everyday and

once again she went to the back of the store and came back with it wrapped. He took it and when she wasn't looking, he left his phone number on the desk and ran out...

!!!RRRRRING!!!

The mother picked up the phone and said, "Hello?"

It was the girl!!! She asked for the boy and the mother started to cry and said, "You don't know? He passed away yesterday..."

"The line was quiet except for the cries of the boy's mother.

Later in the day. The mother went into the boy's room because she wanted to remember him. She thought she would start by looking at his clothes. So she opened the closet. She was face to face with piles and piles and piles of unopened CDs. She was surprised to find all those CDs and she picked one up and sat down on the bed and she started to open one.

Inside, there was a CD and as she took it out of the wrapper, out fell a piece of paper. The mother picked it up and started to read it.

It said: Hi... I think you are really cute. Do you wanna go out with me? Love, Jacelyn.

The mother opened another CD...

Again there was a piece of paper. It said: Hi... I think you are really cute. Do you wanna go out with me? Love, Jacelyn.

Adapted from: <http://www.lovefatedestiny.com>

Questions

1. Who are the characters of the story and who is the main character?
2. Why did he buy CDs in the same shop very often?
3. Why did not he express his feeling directly to the girl?
4. What did the boy finally do?
5. What made the girl call his number?
6. What did actually the girl feel about the boy?
7. How did the story end?

Love stories are stories which tell about love, whether love between men and women or one between family members. The parts of a story are opening, arousing of problems or series of events, and finally ending of the story.

G. Learning Activities

Phase	Activities
Opening 2 x 10 minutes	<ul style="list-style-type: none"> - Greeting, prayer - Checking attendance - Checking students' preparedness - Reviewing previous meeting activity

Meeting 1	
BKOF 15 minutes	<ul style="list-style-type: none"> - Lead in: <i>What do you think of love and friend relationship? In your opinion, what is friendship? And what is love?</i> - Students brainstorm the idea of love and friendship. - Students connects their prior knowledge about love and friendship - Students are given a story about friendship. - Students brainstorm and predict what the story is about.
MOT 60 minutes	<ul style="list-style-type: none"> - Teacher model the think-aloud of some sentences from the story by using the TA responses. - Teacher model the fix-up strategy to deal with difficult words. - Students, in group of four, practice the think aloud of the story. - Students take turns by each paragraph to do the think aloud, while the others record the process on the learning log and the responses used on the TA monitoring sheet. - Students and teacher discuss the students learning log results. - Students answer some questions related to the story. - Teacher explain the characteristics of story (narrative text)
Meeting 2	
JCOT 40 minutes	<ul style="list-style-type: none"> - Students are given a love story text. - Students need to brainstorm and predict what the story is about. - Students, in pairs, take turns to do the think-aloud of the text and record the process on the learning log. - Teacher asks some students to voluntarily demonstrate

	<p>their think-aloud to their friends and gives feedback.</p> <ul style="list-style-type: none"> - Students and teacher discuss the students learning log results. - Teacher review the notion of narrative text.
ICOT 35 minutes	<ul style="list-style-type: none"> - Each student is given another story. - Students read the text and do the think-aloud to comprehend the text. - Students accomplish a task based on the text.
Closure 2 x 5 minutes	<ul style="list-style-type: none"> - Summarizing - Reflection - Telling the next meeting activity - Prayer, closure

H. Learning Media

- LCD projector
- Laptop
- White board/ board marker

I. Resources

Doddy, Achmad. 2008. *Developing English Competencies 2: for Senior High School (SMA/MA) Grade XI*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

Priyana, Joko. 2008. *Interlanguage: English for Senior High School Students XI Science and Social Study Programme: SMA/MA Kelas XI IPA/IPS*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Schoenbach, R.,et.al. 2000. *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco, CA: Jossey-Bass, 78.

J. Assessment

Assessment type: written assessment

Instruments:

Students' Worksheet

Do you believe that people do not have to spend any money to love someone or something?

Read the story that, perhaps, makes you realize that you do not need to spend anything to love someone or something, then answer the questions.

No Charge for Love

A farmer had some puppies he needed to sell. He painted a sign advertising the 4 pups and set about nailing it to a post on the edge of his yard. As he was driving the last nail into the post, he felt a tug on his overalls. He looked down into the eyes of a little boy.

"Mister," he said, "I want to buy one of your puppies." The boy reached deep into his pocket and pulled out a handful of change and held it up to the farmer. "I've got thirty-nine cents. Is that enough to take a look?"

"Sure," said the farmer.

Out from the dog-house and down the ramp ran four little balls of fur. The little boy pressed his face against the chain link fence. His eyes danced with delight. As the dogs made their way to the fence, the little boy noticed something else inside the dog-house.

Slowly another little ball appeared. This one was noticeably smaller. Down the ramp it slid. Then the little pup began hobbling toward the others, doing its best to catch up.

"I want that one," the little boy said, pointing to the runt.

The farmer knelt down at the boy's side and said, "Son, you don't want that puppy. He will never be able to run and play with you like these other dogs would. "

With that the little boy stepped back from the fence, reached down, and began rolling up one leg of his trousers. In doing so he revealed a steel brace running down both sides of his leg attaching itself to a specially made shoe.

Looking back up at the farmer, he said, "You see sir, I don't run too well myself, and he will need someone who understands."

With tears in his eyes, the farmer reached down and picked up the little pup. Holding it carefully he handed it to the little boy.

"How much?" asked the little boy.

"No charge," answered the farmer, "There's no charge for love."

Adapted from: <http://www.dizzyboy.com>

Find out the following information based on the text.

Item	Information
The text tells us about (topic)	
The characters of the story	
The setting of the story	
The problem(s)	
The solution(s)	
Moral value(s)	

Assessment rubric:

Criteria	Score
Complete, appropriate, and understandable	4
Some information, less appropriate, and understandable	3
Limited information, less appropriate, difficult to be understood	2
Limited information, inappropriate, and difficult to be understood	1
No answer	0

Learning Log

Group members :

- 1.
- 2.
- 3.
- 4.

1. Brainstorming

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2. Prediction

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3. Fix-up strategy on difficult words

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..... :	_____ :	_____
..... :	_____ :	_____
..... :	_____ :	_____
..... :	_____ :	_____
..... :	_____ :	_____
..... :	_____ :	_____

4. Main ideas

Paragraph :

Paragraph :

Paragraph :

Paragraph :

Paragraph :

Paragraph :

Paragraph :

5. What is the text mainly about?

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LESSON PLAN

School	:	SMA N 2 KLATEN
Subject	:	English
Class/semester	:	XI/2
Skill	:	Reading
Time Allocation	:	4 x 45 minutes
Genre	:	Spoof

A. Standard of Competence

Understanding the meaning of written functional text and short simple essay in the form of narrative, exposition, and spoof which related to surrounding environment and/or in the academic context

B. Basic Competency

Responding properly and efficiently explicit meaning in the functional text and short simple essay in the form of spoof which related to surrounding environment and/or in the academic context

C. Learning goal

At the end of the lesson, students are expected to be able to understand and to respond to a spoof text through think-aloud strategy.

D. Indicators

7. identifying the main idea of the text
8. identifying the meaning of difficult words in the text
9. identifying the detail information of the text

E. Learning Strategy: Think-Aloud Strategy

F. Learning Material

A Pirate at a Bar

A pirate was talking to a “land-lubber” in a bar. The land-lubber noticed that, like any self-respecting pirate, this guy had a peg leg, a hook in place of one of his hands and a patch over one eye. The landlubber just had to find out how the pirate got in such bad shape.

He asked the pirate, “How did you lose your leg?”

The pirate responded, “I lost my leg in a battle off the coast of Jamaica!” His new friend was still curious so he asked,

“What about your hand. Did you lose it at the same time?”

“No,” answered the pirate. “I lost it to the sharks off the Florida Keys.”

Finally, the land-lubber asked, “I notice you also have an eye patch. How did you lose your eye?”

The pirate answered, “I was sleeping on a beach when a seagull flew over and crapped right in my eye.”

The landlubber asked, “How could a little seagull crap make you lose your eye?”

The pirate snapped, “It was the day just after I got my hook!”

Adapted from <http://www.dizzyboy.com>

Instruction: decide whether the following statements are TRUE or FALSE and then correct the FALSE statements.

Statements	T	F	Reasons
1. A land-lubber was interested in talking to the pirate.			
2. The land-lubber was interested in the pirate's jewellery.			
3. The land-lubber thought that the pirate had a nice appearance.			
4. The pirate lost his leg in Jamaica.			
5. The pirate lost his arm in a battle in Florida.			
6. The pirate lost his eye because of his own stupidity.			

Spoof is a type of story which has a twist (funny part in the end of the story). It contains an unpredictable event which makes the story funny. The main character of twist in a funny story should be unpredictable and funny. It consists of the following element.

- The Orientation : the opening of the story which sets the scene.
- Events : the details of the events in the story.
- Twist : the funny or unpredictable ending of the story.

The social purpose of this type of text is entertaining readers using twist (unpredictable ending).

The pirate lost his leg and his arm for great reason, battle and shark. Yet, he lost his eye for a silly cause. He forgot that he used a hook in his arm and tried to clean bird crap on his eye using the hook so that he lost his eye.

Saved by Stilts

The king wanted to test Abu Nawas' smartness. So he invited Abu Nawas to the palace. "You want me, your Majesty?" greeted Abu Nawas. "Yes, you have fooled me three times and that's too much. I want you to leave the country. Otherwise you will have to go to jail" said the king. "If that is what you want, I will do what you said" said Abu Nawas sadly. Then "Remember, from tomorrow you may not step on the ground of this country anymore" the king said seriously. Then Abu nawas left the king palace sadly.

The following morning the king ordered his two guards to go to Abu Nawas' house. The guards were very surprised found Abu Nawas still in his house. He had not left the country yet. Instead leaving the country, Abu Nawas was swimming in small pool in front of his house. "Hey, Abu Nawas, why haven't you left this country yet? The king ordered you not to step on the ground of this country anymore, didn't he?" said the guards. "Sure he did," answered Abu Nawas calmly. "But look at me! Do I step on the ground of this country? No, I do not step on the ground. I am swimming on the water" continued Abu Nawas. The guards were not able to argue with Abu Nawas so they left Abu Nawas' house and went back to the palace.

The guards reported what they had seen to the king. The king was curious on Abu Nawas' excuse not to leave the country. Therefore the king ordered his guard to call Abu Nawas to come to the palace. Abu Nawas came to the palace on stilts. The king wondered and said "Abu, I will surely punish you because you haven't done what I have said. You have not left this country". The King continued "And now, look at you. You walk on stilts like a child. Are you crazy? The king pretended to be furious. "I remember exactly what you said, Your Majesty" Abu Nawas answered calmly. "This morning I took a bath in the small pool in my house so that I had not to step on the ground. And since yesterday, I have been walking on this stilts. So you see, Your Majesty, I do not step on the ground of this country". The king was not able to say anything.

Adapted from S. Harianto's Abu Nawas and King Aaron

G. Learning Activities

Phase	Activities
Opening 2x10 minutes	<ul style="list-style-type: none"> - Greeting, prayer - Checking attendance - Checking students' preparedness - Reviewing previous meeting material
Meeting 1	
BKOF 15 minutes	<ul style="list-style-type: none"> - Students are asked about their experiences in having any funny or embarrassing moment. - The teacher shares her funny moment to the class and asks their opinion about it. - Students are told that they are going to learn a text type containing funny moment. - Students are shown a picture of a pirate. - Students predict and think aloud what the relation of the pirate and the text they are going to read is.
MOT 60 minutes	<ul style="list-style-type: none"> - Students are given a text entitled <i>A Pirate at a Bar</i>. - The teacher give a model of the think aloud for the students. - In groups of four, students do the think aloud of the text by taking turns and comple the learning log and think aloud monitoring sheet. - Students find the meanings of difficult words on the text by fix-up strategies - Students answer some questions related to the text. - Students identify the organisation of the text and its characteristics. - The teacher explains the students about spoof text.
Meeting 2	
JCOT 40 minutes	<ul style="list-style-type: none"> - Students, in groups, are given a text entitled Saved by Stilts. - The teacher gives the model of think-aloud of the text.

	<ul style="list-style-type: none"> - Students in turns do the think-aloud in their own groups. - Students complete the think aloud monitoring sheet and the learning logs. - Students find the meanings of the difficult words from the text by doing fix-up strategy - Students complete a task related to the text.
ICOT 35 minutes	<ul style="list-style-type: none"> - Students in pairs are given a short spoof text. There are 3 different texts to be delivered for each pair. - Each pair practice their think-aloud of the text in which each student monitors their partners in turns. - Students are asked to voluntarily practice their think-aloud of their text to the class. - Students identify the difficult words in the texts and find the meanings. - Students answer the questions related to the texts.
Closure 2x5 minutes	<ul style="list-style-type: none"> - Summarizing - Reflection - Prayer, closure

H. Learning Media

- LCD projector
- Laptop
- White board/ board marker

I. Resources

Doddy, Achmad. 2008. *Developing English Competencies 2: for Senior High School (SMA/MA) Grade XI*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

Priyana, Joko. 2008. *Interlanguage: English for Senior High School Students XI Science and Social Study Programme: SMA/MA Kelas XI IPA/IPS*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Schoenbach, R., et.al. 2000. *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco, CA: Jossey-Bass, 78.

J. Assessment

Assessment type: written assessment

Instruments:

Students' Worksheet

Read the texts carefully and answer the following questions.

A husband and wife went to the fairgrounds. The wife wanted to go on the Ferris wheel, but the husband wasn't comfortable with that. So the wife went on the ride by herself. The wheel went round and round and suddenly the wife was thrown out and landed in a heap at her husband's feet.

"Are you hurt?" he asked.

"Of course I'm hurt!" she replied.

"Three times around and you didn't wave once!"

Taken from www.jokestogo.com

1. Where did the story take place?
2. Who are the characters of the story?
3. Why did the husband ask his wife if she is hurt?
4. Was the wife angry with her husband? Why was that?
5. Do you find the story funny? Why and why not?

On a recent vacation at a resort with my in-laws, we planned to spend an afternoon at the pool with our kids. We wanted to bring our own drinks, but were unsure of the hotel's policy. My brother-in-law called the front desk, and assuming everyone was familiar with the brand of ice chest he had, asked if it was all right if he brought a Playmate to the pool. After a pause the clerk asked, "Does she have her own towel?".

-Tina M. Digiovanna, La Verne, Calif- www.rd.com

1. Who writes the text?
2. When did the writer spend their holiday?
3. Where did the writer and their children spend their afternoon?
4. What was "Playmate" meant by the brother-in-law?
5. Why did the clerk ask the writer's brother "Does she have her own towel"?
6. What is the funny thing of the story?

We brought our newborn son, Adam, to the pediatrician for his first checkup. As he finished, the doctor told us, "You have a cute baby."
 Smiling, I said, "I bet you say that to all new parents."
 "No," he replied, "Just to those whose babies really are good-looking."
 "So what do you say to the others?" I asked.
 "He looks just like you."
 -Matt Slot-

Taken from www.rd.com

1. What was the baby taken to the pediatrician for?
2. Was the baby the first child of the family?
3. Was the baby really cute?
4. Did the pediatrician tell the truth about the baby?
5. What did the pediatrician mean by saying "He looks just like you." to the new parents?

Assessment Rubric:

Criteria	Score
Correct answer	1
Incorrect answer	0

Learning Log

Group members :

- 1.
- 2.
- 3.
- 4.

1. Brainstorming

.....

.....

.....

2. Prediction

.....

.....

.....

3. Fix-up strategy on difficult words

..... :	_____ :	_____
..... :	_____ :	_____
..... :	_____ :	_____
..... :	_____ :	_____
..... :	_____ :	_____
..... :	_____ :	_____
..... :	_____ :	_____

4. Main ideas

Paragraph :

Paragraph :

Paragraph :

Paragraph :

Paragraph :

Paragraph :

Paragraph :

5. What is the text mainly about?

.....

.....

.....

.....

.....

.....

APPENDIX G

STUDENTS' WORKS

Think Aloud Monitoring Sheet

Group members: Dewi Ratnasari, Fachrul Bramaher, Putri Sulistyani, Rika Afifah Dewi, Unerry Putri
 Date 06-02-14

Make a tally mark every time you hear one of the following:

Strategy Think Aloud	Tally Mark For Each Time Strategy Used	Cue Words
Predicting		I predict... In the next part I think... I think this is...
Questioning		Why did... What did... How did... Where was... Should there...
Visualizing		I see... I picture...
Stating confusion		I got confused when... I'm not sure of... I didn't expect...
Summarizing		I think this is mainly about... The most important idea is...
Making Connections - personal connections - text-to-text connections		This is like... This reminds me of... This is similar to... If it were me...

Yeni Eko Astuti (09)
Elio Nur Hordhyani (09)

The CD Boy

A boy walked into a CD store and saw a girl behind the counter. She smiled and he thought it was the most beautiful smile he has ever seen before.

He said "Uh... Yeah... Umm... I would like to buy a CD." He picked one out and gave her money for it.

"Would you like me to wrap it for you?" she asked, smiling her cute smile again.

He nodded and she went to the back. She came back with the wrapped CD and gave it to him. He took it and walked out of the store. He went home and from then on, he went to that store every day and bought a CD, and she wrapped it for him. He took the CD home and put it in his closet. He was still too shy to ask her out and he really wanted to but he couldn't.

His mother found out about this and told him to just ask her. So the next day, he took all his courage and went to the store. He bought a CD like he did every day and once again she went to the back of the store and came back with it wrapped. He took it and when she wasn't looking, he left his phone number on the desk and ran out...

!!!!RRRRRING!!!!

The mother picked up the phone and said, "Hello?"

It was the girl!!! She asked for the boy and the mother started to cry and said, "You don't know? He passed away yesterday..."

"The line was quiet except for the cries of the boy's mother."

Later in the day, The mother went into the boy's room because she wanted to remember him. She thought she would start by looking at his clothes. So she opened the closet. She was face to face with piles and piles of unwrapped CDs. She was surprised to find all those CDs and she picked one up and sat down on the bed and she started to open one.

Inside, there was a CD and as she took it out of the wrapper, out fell a piece of paper. The mother picked it up and started to read it.

It said: Hi... I think you are really cute. Do you wanna go out with me?

Love, Jacelyn.

The mother opened another CD...

Again there was a piece of paper. It said: Hi... I think you are really cute.

Do you wanna go out with me? Love, Jacelyn.

Adapted from: <http://www.lovedatestory.com>

Main characters			
- CD Boy - His Mother - ... ?			
Where?	Setting: <u>at a place</u> Description: a boy walked into a CD store and saw a girl behind the <u>counter</u> .		
Plotoutline			
Beginning	Problem	What the character do?	
A boy walked into a CD store and saw a girl named Jacelyn	The boy and the girl love each other but they try to say there falling	A boy come to CD store every day	
Conclusion			
How does the story end?	What is the moral value?		
Sad story because the boy die	Don't be shy if you love someone, say it to her/him		

Learning Log

Group members : 1. Gharia Ixan M (19)
 2. Muhammad Nur Sidiq (20)
 3. Vandy Bayan K (16)
 4. Bongiri RA (19)

1. Brainstorming

friend is enemy who can attack you everywhere (add more)

2. Prediction

Friendship for Damon and Phintias

3. Fix-up strategy on difficult words

casualty	: Korban?	grievance	: keresahan
de	: Before (Damon)?	sacrifice	: pengorbanan
subhuman	: manusia	legal	: sesuai
refused	: menolak	opulence	: kekayaan
tot	: gigitan	patently	: jelas
begged	: meminta X	truster	: pengharapan
excused	: mengizinkan	uneasy	: tidak mudah/sukut

4. Main ideas

Paragraph I : Phintias is to death by Dionysus, then begged for permission but refused

Paragraph II : Damon begged to give Phintias's and offered to replace him, until he was free and he thankful for his friends.

Paragraph III : Damon was waited Phintias at jail but until on his execution he had not returned X

Paragraph IV : Phintias can't keep his promise to his best friend X

5. What is the text mainly about?

Phintias is to death by Dionysus, then begged for permission but refused. Damon begged to give Phintias's and offered to replace him, until he was free and he thankful for his friends. Damon was waited Phintias at jail but until on his execution he had not returned. Phintias can't keep his promise to his best friend.

good

Fachrul B (11)	Lulu (18)
Fasa (12)	Putri (23)

①

The texts are about:

Text 1 : sasasana suam ikeri perai ke teman bermain . Istirinya ingin pergi ke sejenis permainan tetapi suaminya tak nyaman di situ . Jadi istrinya pergi mengendangi sendiri . Lalu rodanya berputar & berputar tiba-tiba istrinya tergelincir dan mendorong ke tanah sampai ke kaki suaminya . " apakah kamu sakit ? " tanya dia . " Tentu aku sakit " jawabnya . " 3 putaran dan kamu tak mengesuh lagi ? "

Test 2

Text 2

Di suatu liburan di sebuah perumahan bersama keluarga kami ingin menghabiskan waktu dengan berenang. Berenang anak-anak kami-kami ingin menunggu minum sendiri. Tapi di larang oleh kepala hotel - saudara ipar beberapa dengan juga dan mempunyai perasaan yang di walanya dia baru ya dia punya dia berlatu bawar dan dia bawa itu aman untuk semua orang. dan bisa dengan mangga di kolam renang.

Test 3

Text 3
Kami membawa bayi baru kami, Adam ke ~~tema~~ dokter anak. Setelah memeriksa, dokter itu berkata "anakanda lucu". Kami ~~berta~~ menjawab "Pati kamu berkata pada setiap orang tua". Dokter itu menjawab "Tidak, aku hanya berkata dia mirip orangtuanya".

Text 4

Text 4
Gara bahasa Inggris kami akan mengadakan misi semester. Jadi guru itu menyuruh kami untuk belajar selengkap. Setelah misi selesai dengan dan ~~ber~~ menjawab pertanyaan guru. Tetapi ~~yang~~ guru menyuruh siswa untuk menulis. Kemudian dia menjawab ~~ke~~ bagaimana dengan papan tulis.

4. Sifat-sifat karbonis berapakah dan bagaimana pengaruhnya?

Eva, Yeri, Eni, Gita

③

The texts are about:

Text 1

Text 4
Profesor Bahasa Inggris mengatakan telur itu bertujuan untuk melindungi
Setelah materi yg di kuasai. Seorang murid bertanya dmn dia melekatkan
jawabannya. Dia menjawab bagaimana dg papan telur.

Text 2

Text 2

Liliwan ~~di~~ bermain di hotel dgn keluarga, ^{maka} John munculanlah ^{utk menghabiskan} siang di kolam renang.

Mereka ingin membawa minuman tpi kebijakan hotel tidak blh membawa minuman. Sudah ipar numanggil dipda bangku. Semua yang diketahui merk soft drink itu. ketika bermain di kolam renang, dia bertanya jika semua minuman sudah siap, dia akan membawakan botolnya. Salah seorang respa-nya bertanya: Apakah dia memiliki handuknya sendiri?

Text 5

seorang suami istri membawa anak laki-laki yang baru lahir yg bernama adam. Mereka membawa adam check up kondisi tubuhnya. Setelah cukup dokter mengatakan bahwa mereka memiliki anak yg lucu dari pada yang lain. Dokter suami menanyakan apakah pernyataan dokter diucapkan sama dgn yg lain, dokter menjawab bahwa Adam hanya mirip dgn bapaknya.

Text 4

Text 1
Dua suami istri pergi ke taman bermain. Yang cowok ingin bermain di salah satu permain-
tapi si cowok tidak nyaman, si cowok tetap nyatal ingin naik mainan
itu. Tiba-tiba cowok itu jatuh di depan kaki si cowok. Cowok bertanya, apakah ada yg
sakit? Si cowok menjawab, iya, ada yg sakit. 3 menit kemudian dan kamu tidak
bisa mengayuh lagi.

Think Aloud Monitoring Sheet

Group members: Gesang S-W (13) Radian Khrisna A (25)

Date 27 - 02 - 2019

Make a tally mark every time you hear one of the following:

Strategy Think Aloud	Tally Mark For Each Time Strategy Used	Cue Words
Predicting	✓✓✓✓✓	I predict... In the next part I think... I think this is...
Questioning	✓✓✓✓	Why did... What did... How did... Where was... Should there...
Visualizing	✓✓✓✓✓	I see... I picture...
Stating confusion	✓✓✓✓✓	I got confused when... I'm not sure of... I didn't expect...
Summarizing	✓✓✓✓✓✓	I think this is mainly about... The most important idea is...
Making Connections - personal connections - text-to-text connections	<div>✓✓✓✓</div> <div>✓✓✓✓✓</div>	This is like... This reminds me of... This is similar to... If it were me...

Gharin Irzan M (19)
Damar Fud (05)

Read the text carefully, then decide whether the following statements are TRUE or FALSE and then correct the FALSE statements.

A Pirate at a Bar

A pirate was talking to a "land-lubber" in a bar. The land-lubber noticed that, like any self-respecting pirate, this guy had a peg leg, a hook in place of one of his hands and a patch over one eye. The landlubber just had to find out how the pirate got in such bad shape.

He asked the pirate, "How did you loose your leg?"

The pirate responded, "I lost my leg in a battle off the coast of Jamaica!" His new friend was still curious so he asked,

"What about your hand. Did you loose it at the same time?"

"No," answered the pirate. "I lost it to the sharks off the Florida Keys."

Finally, the land-lubber asked, "I notice you also have an eye patch. How did you loose your eye?"

The pirate answered, "I was sleeping on a beach when a seagull flew over and crapped right in my eye."

The landlubber asked, "How could a little seagull crap make you loose your eye?"

The pirate snapped, "It was the day just after I got my hook!"

Adapted from <http://www.dazboy.com>

Statements	T	F	Corrections
1. A land-lubber was interested in talking to the pirate.	✓		
2. The land-lubber was interested in the pirate's jewellery.		✓	Because he had bad shape?
3. The land-lubber thought that the pirate had a nice appearance.		✓	Pirate hadn't nice appearance
4. The pirate lost his leg in Jamaica.	✓		
5. The pirate lost his arm in a battle in Florida.		✓	Because not battle
6. The pirate lost his eye because of his own stupidity.	✓		

thamipah

Nafisa

Read the text carefully, then decide whether the following statements are TRUE or FALSE and then correct the FALSE statements.

A Pirate at a Bar

A pirate was talking to a "land-lubber" in a bar. The land-lubber noticed that, like any self-respecting pirate, this guy had a peg leg, a hook in place of one of his hands and a patch over one eye. The landlubber just had to find out how the pirate got in such bad shape.

He asked the pirate, "How did you loose your leg?"

The pirate responded, "I lost my leg in a battle off the coast of Jamaica!" His new friend was still curious so he asked,

"What about your hand. Did you loose it at the same time?"

"No," answered the pirate. "I lost it to the sharks off the Florida Keys."

Finally, the land-lubber asked, "I notice you also have an eye patch. How did you loose your eye?"

The pirate answered, "I was sleeping on a beach when a seagull flew over and crapped right in my eye."

The landlubber asked, "How could a little seagull crap make you loose your eye?"

The pirate snapped, "It was the day just after I got my hook!"

Adapted from <http://www.dazboy.com>

Statements	T	F	Corrections
1. A land-lubber was interested in talking to the pirate.	✓		
2. The land-lubber was interested in the pirate's jewellery.		✓	interested in bad shape of the pirate ✓
3. The land-lubber thought that the pirate had a nice appearance.		✓	had a bad shape ✓
4. The pirate lost his leg in Jamaica.	✓		
5. The pirate lost his arm in a battle in Florida.		✓	his hand to the sharks off the Florida Key
6. The pirate lost his eye because of his own stupidity.	✓		

Learning Log

Group members :

1. LEXI-K
2. WLU 10-S
- 3.
- 4.

1. Brainstorming

play egrang, woods, children, yard,
adult, fight, spirit, sport,

2. Prediction

When flood happen, a children had play the
stilt. If an adult persons, of course they can saved their
self. But for a children, they use stilt's for saved their
self.

3. Fix-up strategy on difficult words

Majesty	: perintah / pengumuman ✓	:	
otherwise	: sebaliknya	:	
step	: melangkah ✓	:	
instead	:	:	
curious	:	:	
furious	:	:	
pretend	: pura-pura ✓	:	

4. Main ideas

Paragraph 1.: The king wanted to test Abu Nawas
smartness ~~with~~ so he said to Abu Nawas to leave the country.

Paragraph 2.: Abu Nawas did not leave the ground of the country
but ~~the swim~~ at his pool in front of the house.

Paragraph 3.: The guards reported what they had
seen to the king, and then the king call Abu
Nawas to the palace.

Paragraph 4.: Abu Nawas said to the king that he didn't
step the ground of country because he use
stilts.

5. What is the text mainly about?

Abu Nawas managed to solve the puzzle ~~problem~~
King by using stilts.

APPENDIX H

READING TESTS

Blueprint of Reading Comprehension Test (Pre-test)

Topic Areas	Item Numbers	Total Questions
Topic	6, 12, 17	3
Main ideas	1, 8, 13, 18	4
Detail information	2, 7, 9, 14, 21, 22, 24, 25, 26, 27, 28	11
Making inferences	20	1
Vocabulary	3, 5, 11, 16, 19, 23, 30	7
Intepreting references	4, 10, 15, 29	4
Total items		30

Answer Key for Pre-Test

1. D	11. C	21. E
2. D	12. A	22. A
3. A	13. B	23. B
4. C	14. E	24. A
5. A	15. C	25. C
6. C	16. A	26. B
7. B	17. E	27. C
8. A	18. B	28. C
9. E	19. E	29. D
10. C	20. C	30. A

TEST A

Subject : English
 Class/semester : XI/2
 Time allocation : 45 Minutes

Read the text and choose the correct answer for every question below.

Questions 1-6 are based on the text below.

Once there was a husband and his wife who had a baby. They had a dog named Bony. It was a very smart dog and faithful to them. The dog used to take care of the baby while were working in the rice field.

One afternoon, while working in the field, they heard Bony barking. It was running toward them. Its mouth smeared with blood. The husband shocked and thought that it had killed their baby. Suddenly he took his **sickle** and threw it to the dog. It hit the dog's head and the dog fell down then died.

Hurriedly they got home and saw the baby sleeping. When the husband looked around in the baby's room, he found a big snake lying on the floor. **It** was dead and blood **spilled** everywhere. It seemed the dog had killed the snake and the husband killed his faithful dog.

Adapted from <http://www.bukusoal.info>

1. What is the main idea of the second paragraph?
 - a. The husband and his wife were working in the field.
 - b. The husband hit Bony by his sickle.
 - c. The husband shocked because he saw his dog's mouth smeared with blood.
 - d. Bony was killed because the husband thought it had hurt his baby.
 - e. Bony was looking for its owners to help them working in the field.
2. Why was the dog running toward the couple?
 - a. Because it was afraid of snake.
 - b. Because it was hurt.
 - c. Because the dog wanted some foods.
 - d. Because the dog wanted to tell that something dangerous almost happened in their home.
 - e. Because a snake wanted to catch it.
3. "Suddenly, he took his *sickle*" (paragraph 2). The italic word is close in meaning with
 - a. axe
 - b. knife
 - c. stick
 - d. plough
 - e. tree branch
4. The word "it" in the last paragraph, line 9 refers to
 - a. the baby
 - b. the baby's room
 - c. the snake

- d. the spilled blood
 - e. the dog
5. What is the synonym of the word “spilled” in line 10?
- a. Spread over.
 - b. Fell down.
 - c. Dropped down.
 - d. Filled up.
 - e. Dried up.

Questions 6-12 are based on the text below.

The Necessity of Salt

Once upon a time there was a king who had three daughters. He loved them all sincerely. He did not know which one he should appoint as queen.

As his birthday approached he summoned his daughters and said to them, “My dear children, I love all three of you sincerely, and for a long time have not known which one of you I should name to be the heir to my throne. But I have now decided that the one of you shall become queen who brings to me a birthday present that is most necessary in human life. Go and make your plans accordingly and with utmost diligence.”

The old king’s birthday arrived, and the two oldest daughters brought him presents that were very necessary, but at the same time extremely expensive. However, the youngest daughter brought him nothing more than a little pile of salt in a decorated container. When the king saw her present, he became very angry, and he drove his daughter out of the castle, forbidding her ever again to let herself be seen by him.

With deep sorrow the rejected daughter went out into the unknown world, comforted only by her faith in her own good sense. After walking a good while she came to an inn. There she found a female inn-keeper who thoroughly understood cooking. She entered an apprenticeship with her and soon exceeded even the inn-keeper in the art of cooking.

News spread far and wide of the excellent cook in this inn, and everyone who came this way and who still had a few kreuzers left in his pocket stopped to be served a roast or something even more elegant.

The king heard of the cook’s reputation, and he hired her as court **cook**. Now it came to pass that the oldest princess was getting married, and the famous cook was assigned the preparation of the wedding feast, with no expenses to be spared.

Thus on the wedding day one elegant dish after the other was served until the table almost cracked. Everything was excellently prepared, and everyone praised the cook. Finally the king’s favorite dish arrived. Quickly taking a spoon he tasted **it**. “This has not been salted!” he cried out angrily. “Have the cook brought before me!”

They quickly ran for the cook, who entered the hall **undaunted**.

“Why did you forget to salt my favorite dish, you careless girl?” snapped the king.

The cook answered, “You drove away your youngest daughter because she thought that salt was so necessary. Perhaps you can now see that your child was not so wrong.”

When the king heard these words he recognized his daughter, begged her for forgiveness, asked her to be seated at his side, and accepted her once again as his dear child. Then the wedding became doubly joyful.

The king lived happily with his children for many years there after.

6. The text is about
 - a. a princess who wanted to celebrate her birthday.
 - b. a king who became a famous cook.
 - c. a princess who proved that salt was so necessary.
 - d. a princess who finally got married with a famous cook.
 - e. a princess who drove his own father out of their castle.

7. Why did the King drive his youngest daughter out of his castle?
 - a. Because she wanted to become a cook.
 - b. Because he thought that she did not respect him.
 - c. Because the King did not want her to get married with the Prince.
 - d. Because he wanted to prepare her to become the queen.
 - e. Because she did not want to give him any birthday gift.

8. What is the main idea of paragraph 2?
 - a. The King ordered his daughters to bring him the most necessary thing in human life as the present to decide the throne heir.
 - b. The king has not known which one of his daughters should name to be the heir to his throne.
 - c. As his birthday approached the king wanted to get birthday present from his beloved daughters.
 - d. His daughters had to participate in a certain competition to be the heir of the king throne.
 - e. Those who brought him the most necessary thing in human life will be the next queen.

9. How did the King's daughter prove that salt is the most necessary thing in human life?
 - a. By giving the King a container of salt.
 - b. By telling the King that she is the famous cook.
 - c. By serving dishes cooked with much salt.
 - d. By serving very sweet dishes.
 - e. By serving dishes cooked without salt.

10. "Quickly taking a spoon he tasted *it*." The word "it" in line 27 refers to
 - a. the king's daughter
 - b. the cook
 - c. the king's favorite dish
 - d. the salt
 - e. the wedding day

11. The word "undaunted" in paragraph 8 is contradictory in meaning to
 - a. afraid
 - b. curious
 - c. fearless
 - d. doubt
 - e. confused

Questions 12-16 are based on the text below.

The White Butterfly

An old man named Takahama lived in a little house behind the cemetery of the temple of Sozanji. He was extremely friendly and generally liked by his neighbours, though most of them considered him a little mad. That was because he was very old but he did not want to get married. He did not have the desire for intimate relationship with women.

One summer day he became very ill, so ill, in fact, that he sent for his sister-in-law and her son. They both came and did all they could to bring comfort during his last hours. While Takahama fell asleep, they watched a large white butterfly flew into the room and rested on the old man's pillow. The young man tried to drive it away with a fan; but it came back three times, as if it was very loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through the gate, and into the cemetery beyond, where it lingered over a woman's tomb, and then mysteriously disappeared. On examining the tomb the young man found the name "Akiko" written upon **it**, together with a description narrating how Akiko died when she was eighteen. Though the tomb was covered with moss and must have been erected fifty years previously, the boy saw that it was surrounded with flowers, and that the little water tank had been recently filled.

When the young man returned to the house he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery. "Akiko?" murmured his mother. "When your uncle was young he was betrothed to Akiko. However, she died shortly before her wedding day. When Akiko left this world your uncle **resolved** never to marry, and to live ever near her grave. For all these years he has remained faithful to his vow, and kept in his heart all the sweet memories of his one and only love. Every day Takahama went to the cemetery, whether the air was fragrant with summer breeze or thick with falling snow. Every day he went to her grave and prayed for her happiness, swept the tomb and set flowers there. When Takahama was dying, and he could no longer perform his loving task, Akiko came for him. That white butterfly was her sweet and loving soul."

Adapted from: <http://www.pitt.edu>

12. The text tells us about
 - a. an old man with his faith
 - b. an old man with his neighbours
 - c. a mad old man
 - d. a crazy old man
 - e. dying old man

13. What is the main idea of the last paragraph?
 - a. For all these years Takahama has remained faithful to his vow.
 - b. Takahama's sister-in-law told her son the story about Takahama and his lover, Akiko, after his death.
 - c. The boy's mother know everything related to the love story of his brother-in-law and Akiko.
 - d. When the young man returned to the house he found that Takahama had passed away.

- e. She told her son that the white butterfly was actually Akiko's soul, and she came for Takahama.
14. Which statement is **not true** according to the text?
- Takahama went every day to Akiko's grave and prayed for her happiness.
 - Takahama lived near Akiko's grave.
 - Takahama resolved not to marry after Akiko's death.
 - Takahama became very ill on summer day.
 - Takahama chased the white butterfly out into the garden.
15. The word "it" (paragraph 3, sentence 2) refers to
- the garden
 - the cemetery
 - the tomb
 - the white butterfly
 - the gate
16. Which of the following words is the antonym of the word "resolved" in line 22?
- Undecided.
 - Resolute.
 - Unyielding.
 - Determined.
 - Unbendable.

Questions 17-20 are based on the text below.

Why are Diazinon and Dursban should be Banned

Diazinon and dursban are chemicals used on lawns, gardens, agricultural crops and livestock as an insecticide or nematocide (for worms). They are **banned** for several good reasons.

Firstly, they cause nausea, dizziness, burning sensations, headaches, blurred visions, stomach and muscle cramps, twitching, diarrhea, aching joints, disorientation and an inability to concentrate.

Secondly, these chemicals cause human and animal birth defects in many areas of the human body including the brain, nervous system, teeth, eyes, ears, nipples and genitals. They can also cause profound growth and mental retardation when pregnant mothers are exposed. This may affect on lower birth weights of infants if mothers are exposed before and during pregnancy, and this is associated with lower IQs.

Finally, residues, of course, are on some foods--up to 14 days on lettuce, for example--and the chemical also seeps into the nearby water.

Therefore, the government must be urged to keep the safety factor of pesticides paramount in their thinking. Children are so much more sensitive than adults to the toxic effects of chemicals.

Adapted from: <http://www.sixwise.com>

17. What does the text discuss?
 - a. Why farmers should use diazinon and dursban.
 - b. Why worms are resistant to diazinon and dursban.
 - c. Why pests can be removed fast and effectively by using diazinon and dursban.
 - d. Why farmers choose diazinon and dursban instead of other pesticides.
 - e. Why diazinon and dursban are banned.
18. What is the main idea of paragraph 3?
 - a. Diazinon and dursban lower the IQs of the infants.
 - b. Diazinon and dursban cause human and animal birth defects in many areas of the human body.
 - c. Diazinon and dursban cause profound growth and mental retardation when pregnant mothers are exposed.
 - d. Diazinon and dursban may affect on lower birth weights of infants if mothers are exposed before and during pregnancy
 - e. Diazinon and dursban damage many areas of the human body including the brain, nervous system, teeth, eyes, ears, nipples and genitals.
19. The word “banned” in line 2 is contardicory in meaning to
 - a. legalized
 - b. illegal
 - c. abolished
 - d. forbidden
 - e. accepted
20. What does the writer suggest that the government should do?
 - a. Allow farmers to use diazinon and dursban.
 - b. Help the victims of diazinon and dursban.
 - c. Ban the use of diazinon and dursban.
 - d. Immunize children regularly.
 - e. Subsidize farmers with safe pesticides.

Questions 21-24 are based on the text below.

Ali Baba was such a poor man that he had only one shoe for his two feet. Even the mice in his house were hungry.

One day, his wife said, “We have no food in the house. No rice. No potatoes. Go and collect leaves in the forest so that I can make a soup,”

Ali was a lazy man. He looked for leaves for about ten minutes and then he climbed a tree to sleep. He was afraid of wolves. When he woke up he was surprised to see forty thieves and forty horses. They stopped in front of a big rock. “Open sesame!” shouted the leader. A door in the rock opened. The thieves carried sacks full of gold into the cave. When they had finished the leader shouted.

“Close sesame!” and the door closed. As soon as the thieves had disappeared Ali Baba jumped down from the tree, said, “open sesame” and went into the cave.

There were shelves all around the walls. The shelves were full of sack. The sacks were full of gold. Ali took a sack home with him.

Unfortunately, one of the thieves saw Ali’s footprints in the sand. He followed them to Ali’s home. He took out his knife and made a cross on the door.

“Now I shall know which house it is,” he said.

He rode off to get the other thieves. But Ali had seen the thief.

He and his wife took brooms and swept away the footprints. Then he made crosses on every door in the street. When the forty thieves arrived they had their knives between their teeth. But they never found Ali or the gold. Ali and his wife lived happily ever after.

21. Who are the characters in this text?
 - a. A poor man, lazy man and forty horses.
 - b. Forty thief, lazy man and his wife.
 - c. Ali Baba, lazy man and his wife.
 - d. Ali Baba, a poor man and his wife.
 - e. Ali Baba, his wife and forty thieves.

22. Which statement is *NOT TRUE* based on the text?
 - a. He looked for leaves for about two minutes and then he climbed a tree to sleep.
 - b. When he woke up he was surprised to see forty thieves and forty horses.
 - c. The thieves carried sacks full of gold into the cave.
 - d. As soon as the thieves had disappeared Ali Baba jumped down from the tree.
 - e. He and his wife took brooms and swept away the footprints.

23. “As soon as the thieves had disappeared” The underlined word means...
 - a. go away
 - b. go out of sight
 - c. exist
 - d. not available
 - e. no one here

24. How did Ali eliminate the footprints?
 - a. sweep away by a broom
 - b. sweep away by foot
 - c. make crosses on every door
 - d. have their knives to their teeth
 - e. his wife take a broom

Questions 25-30 are based on the text below.

Mrs. Brown’s old grandfather lived with her and her husband. Every morning he went for a walk in the park and came home at half twelve for his lunch.

But one morning a police car stopped outside Mrs. Brown’s house at twelve o’clock, and two policemen helped Mr. Brown to get out. One of them said to Mrs. Brown, “The **poor** old gentleman lost his way in the park and telephoned us for help, so we sent a car to bring **him** home.” Mrs. Brown was very surprised, but she thanked the policemen and they left.

“But, Grandfather,” she then said, “you have been to that park nearly every day for twenty years. How did you lose your way there?”

The old man smiled, closed one eye and said, “I didn’t quite lose my way. I just got tired and I didn’t want to walk home!”

25. Why did Mrs. Brown's grandfather pretend his way?
- He wanted to be sent to his granddaughter's house.
 - He wanted to get on a police car.
 - He didn't want to return home by taking a walk.
 - He didn't like staying in the park.
 - He never took a walk in the park.
26. How many persons lived in Mrs. Brown's house?
- Two.
 - Three.
 - Four.
 - Five.
 - Six.
27. Who needed the police's help?
- Mrs. Brown's husband .
 - Mrs. Brown.
 - Mrs. Brown's grandfather.
 - Mr. Brown and Mrs. Brown.
 - Police's grandfather.
28. Why was Mrs. Brown very surprised when the policemen came?
- She was scared something bad happen to her grandfather.
 - She thought her grandfather committed a crime.
 - She wondered how her grandfather could lost his way while he went to the park almost everyday.
 - Her grandfather has gone from her house the whole day.
 - The policemen came to bring out her grandfather to the police station.
29. The word "him" in line 6 refers to
- Mrs. Brown's husband
 - Mrs. Brown
 - the police
 - her grandfather
 - the police's grandfather
30. What is the meaning of the word "poor" in line 5?
- Pitiful.
 - No money.
 - Frightning.
 - Forgetful.
 - Bad.

Blueprint of Reading Comprehension Test (Post-test)

Topic Areas	Item Numbers	Total Questions
Topic	5, 6, 16, 21	4
Main ideas	2, 4, 8, 17,	4
Detail information	1, 7, 9, 12, 13, 14, 18, 22, 23, 27, 28, 29,	12
Making inferences	19, 24	2
Vocabulary	3, 11, 15, 20, 25, 30	6
Intepreting references	10, 26,	2
Total items		30

Answer Key for Pre-Test

1. B	11. C	21. E
2. D	12. C	22. B
3. A	13. A	23. A
4. C	14. C	24. E
5. E	15. A	25. C
6. A	16. D	26. B
7. C	17. B	27. B
8. E	18. B	28. C
9. B	19. A	29. A
10. A	20. E	30. B

TEST B

Subject : English
Class/semester : XI/2
Time allocation : 45 Minutes

Read the text and choose the correct answer for every question below.

Questions 1-5 are based on the text below.

Let Me Love You

Once upon a time, there was once a guy who was very much in love with this girl. This romantic guy folded 1,000 pieces of paper cranes as a gift to his girl. Although, at that time he was just a small executive in his company, his future doesn't seem too bright, they were very happy together. Until one day, his girl told him she was going to Paris and will never come back.

She also told him that she cannot visualize any future for the both of them, so let's go their own ways there and then... heartbroken, the guy agreed. When he regained his confidence, he worked hard day and night, just to make something out of himself. Finally with all these hard work and with the help of friends, this guy had set up his own company. "You never fail until you stop trying." He always told himself. "I must make it in life!"

One rainy day, while this guy was driving, he saw an elderly couple sharing an umbrella in the rain walking to some destination. Even with the umbrella, they were still **drenched**. It didn't take him long to realize those were his ex-girlfriend's parents. With a heart in getting back at them, he drove slowly beside the couple, wanting them to spot him in his luxury saloon. He wanted them to know that he wasn't the same anymore; he had his own company, car, condo, etc. He had made it in life!

Before the guy can realize, the couple was walking towards a cemetery, and he got out of his car and followed them and he saw his ex-girlfriend, a photograph of her smiling sweetly as ever at him from her tombstone and he saw his precious paper cranes in a bottle placed beside her tomb. Her parents saw him. He walked over and asked them why this had happened. They explained that she did not leave for France at all. She was stricken ill with cancer.

In her heart, she had believed that he will make it someday, but she did not want her illness to be his obstacle ... therefore she had chosen to leave him. She had wanted her parents to put his paper cranes beside her, because, if the day comes when fate brings him to her again he can take some of those back with him. The guy just wept.

Adapted from Interlanguage: English for High School Students XI

1. Why did the guy break up with his girlfriend?
 - a. He wanted to concentrate on his career.
 - b. The girl said that she wanted to go to Paris and would not come back.
 - c. The guy had found another girl for him.
 - d. The guy's parents did not like the girl at all.
 - e. The girl's parents did not allow her to marry the man.

2. What is the main idea of paragraph 2?
 - a. He and his friend built a company together.
 - b. He worked hard day and night just to get his girlfriend back.
 - c. He got married with another girl who helps him to recover.
 - d. He agreed to break up and regained his confidence and worked very hard.
 - e. He decided met the girl's parents.

3. The word "drenched" in line 13 is contradictory in meaning to....
 - a. dry
 - b. soaked
 - c. wet
 - d. cold
 - e. moist

4. Actually, the girl died because of....
 - a. committing suicide
 - b. an accident
 - c. cancer
 - d. a fire in Paris
 - e. giving birth

5. What is the topic of the text?
 - a. Hardship to gain success.
 - b. One-sided love.
 - c. A relationship denied by parents.
 - d. A man who leave his girlfriend.
 - e. Sacrifice for love.

Questions 6-11 are based on the text below.

Queen Aji Bidara Putih

Muara Kaman lies along the Mahakam River, in eastern Borneo. In the past the area was a kingdom ruled by Queen Aji Bidara Putih. She was a typical queen of myths: beautiful, wise, and sensitive. Many princes and kings proposed to her but she always refused them because she was more concerned with ruling her country and guarding her people.

One day, a Chinese boat came to eastern Borneo. First, the people thought it was a merchant ship but the boat was loaded with trade goods and highly trained soldiers. Their envoys brought gold and porcelain to announce the marriage proposal from a prince of China. The queen didn't refuse instantly and replied that she had to ponder the proposal first. After the envoys left the palace, the queen called a court officer and ordered him to infiltrate the Chinese boat to gather information on the prince.

When night fell the officer sneaked onto the boat, got by all the guards, and finally found the prince's room. The large door would not open and he couldn't find a peek hole, so the officer put his ear to the wall, trying to catch sounds from inside. **He** heard that the prince was having his dinner and the noise of his chewing and slurping surprised the officer. It was like a boar that he had once heard when he was hunting. He quickly left the boat and returned to the palace. He reported that the prince must have

been a phantom, not a human. He believed that the phantom could be in a human's form only during the daytime. The queen was so surprised and got angry. On the next day, she refused his proposal.

The enraged prince ordered his troops to raid Muara Kaman. The battle was won by the prince's huge band of troops. As they drew near to the palace, Queen Aji Bidara Putih chewed a leaf of betel vine and sang a mantra while holding it. When she threw it at the Chinese troops, it turned to giant centipedes. The Chinese troops started to retreat but three centipedes chased them and sank the boat. The site of the sunken ship is now known as Danau Lipan (Lake of Centipedes), with Chinese treasures hidden on the lake's bed.

Adapted from: www.st.rim.or.jp

6. The text tells about
 - a. Queen Aji Bidara Putih
 - b. the Mahakam River
 - c. the prince's proposal
 - d. the sunken ship
 - e. the Chinese troops

7. Where did the story take place?
 - a. In a kingdom in China.
 - b. In western Borneo.
 - c. In the area that is now called Muara Kaman.
 - d. In a sunken ship.
 - e. In the Lake of Centipedes.

8. What is the main idea of paragraph 2?
 - a. A Chinese boat came to eastern Borneo.
 - b. The Queen rejected the proposal because she didn't know the prince.
 - c. The queen called a court officer and ordered him to infiltrate the Chinese boat.
 - d. The Chinese boat was loaded with trade goods and highly trained soldiers
 - e. The Chinese prince's envoys brought gold and porcelain to announce the marriage proposal for the queen.

9. Why did the prince raid Muara Kaman?
 - a. Because the queen was spying on the prince.
 - b. Because the queen did not accept his proposal.
 - c. Because the queen attacked the prince's kingdom.
 - d. Because the queen returned the prince's gifts.
 - e. Because the queen chased the prince away.

10. The word "he" (paragraph 3, sentence 3) refers to
 - a. the court officer*
 - b. the prince
 - c. the envoy
 - d. the phantom
 - e. the giant centipedes

11. "...prince ordered his troops to raid Muara Kaman." The synonym of "raid" is....
- establish
 - ascertain
 - attack
 - expand
 - enlarge

Questions 12-15 are based on the text below.

A young lion came to a small zoo in Europe. In the next cage was a tired, old lion, which did nothing except lie about and sleep. "Lion ought not to be like that!" Young lion said to himself, so he roared at all the visitors and tried to break the bars of the cage.

At three o'clock a man brought a big piece of meat and put it in the old lion's cage then he put a bag of nuts and two bananas in the young lion's cage. The young lion was very surprised. "I don't understand this," he said to the old lion, "I behave like a real lion while you lie there doing nothing, and look what happens!"

"Well, you see," said the old lion kindly, "this is a small zoo. They haven't got enough money for two lions, so in their books you are here as a monkey."

12. The writer wants to say that....
- there were two lions in the zoo
 - the young lion ate nut and banana
 - we must respect the older people
 - there were so many visitors in the zoo
 - the old lion ate a big piece of meat
13. The communicative purpose of the text above is....
- to entertain the readers with story of young lion
 - to inform the readers about the story of old lion
 - to describe about the process of the lions in the zoo
 - to describe about the animals in the zoo
 - to persuade the reader to keep the lion at home
14. The young lion was very surprised because ...
- it doesn't understand the words
 - it couldn't break the bars of the cage
 - the man fed it a bag of nuts and two bananas
 - the old lion just did nothing
 - there were so many people in the zoo
15. "I behave like a real lion while you lie there doing nothing." What is the synonym of the underlined word?
- Act
 - Fond
 - Treat
 - See
 - Crawl

Questions 16-20 are based on the text below.

Home Schooling

Home schooling is an education system which provides child's main education program at home. Home schooling takes the place of full-time school attendance and, in the United States and Canada, it usually meets state requirements for compulsory education. Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.

First, the idea of taking our children's education on home schooling can be a bit intimidating. Since our country is so large and the people are from so many different kinds of backgrounds, students need some kind of social glue to make them stick together and to give them a sense of unity in spite of all the differences. They will not get such a unity when they are in home schooling. They will get the sense of unity when they are in the compulsory public schools since it is the easiest and best places to make this glue.

Then, the home schooling may not be able to prepare children to fit into the mass society, which means, among other things, believing what most people believe and liking what most people like. Or it may not be able to help children to find a set of values with which they could resist and reject at least many of the values of the mass society.

Recognizing the lack of home schooling in the case of children's socialization opportunity, we should afford them abundant social opportunities. We can have active home school support groups. We can hold ongoing park days, meetings at the zoo, the science museum, book clubs, history clubs, language clubs, home school **scouting troops** and many more options to provide them opportunities to socialize with others.

Adapted from: <http://www.idebate.org>

16. What does the text tell us?
 - a. Some complaints on home schooling.
 - b. Children's complaints on home schooling.
 - c. Ban on home schooling.
 - d. Some criticisms and suggestions on home schooling.
 - e. The government's concern in home schooling.

17. What is the main idea of paragraph 3?
 - a. The home schooling help children in believing what most people believe and liking what most people like
 - b. The home schooling may not be able to prepare children to fit into the mass society.
 - c. Believing what most people believe and liking what most people like is an important aspect to fit in mass society.
 - d. The children could resist and reject at least many of the values of the mass society.
 - e. The home schooling is not accepted among mass society.

18. Where do children get the sense of unity easily according to the text?
 - a. In home schools.
 - b. In public schools.
 - c. In their own home.

- d. In their own community.
 - e. In their own ethnic society.
19. Considering the weakness of home schooling, what should be done according to the text?
- a. Parents should give them many social opportunities.
 - b. Parents should be able to tell them to study harder.
 - c. Home schools teachers should be able to teach social sciences.
 - d. The government must ban home schooling.
 - e. Parents should not have their children home schooled.
20. The Indonesian equivalent of “scouting troop” is....
- a. karang taruna
 - b. OSIS
 - c. PMR
 - d. pecinta alam
 - e. pramuka

Questions 21-26 are based on the text below.

A Small Experiment

An elderly gentleman of 85 feared his wife was getting hard of hearing. So one day he called her doctor to make an appointment to have her hearing checked. The Doctor made an appointment for a hearing test in two weeks, and meanwhile there's a simple informal test the husband could do to give the doctor some idea of the state of her problem.

“Here's what you do,” said the doctor, “start out about 40 feet away from her, and in a normal conversational speaking tone see if she hears you. If not, go to 30 feet, then 20 feet, and so on until you get a **response**.”

That evening, the wife is in the kitchen cooking dinner, and he's in the living room. He says to himself, “I'm about 40 feet away, let's see what happens.” Then in a normal tone he asks, “Honey, what's for supper?” No response.

So the husband moved to the other end of the room, about 30 feet from his wife and repeats, “Honey, what's for supper?” Still no response. Next, he moves into the dining room where he is about 20 feet from his wife and asks, “Honey, what's for supper?” Again he gets no response.

So he walks up to the kitchen door, only 10 feet away. “Honey, what's for supper?” Again there is no response. So **he** walks right up behind her. “Honey, what's for supper?” “Damn it Earl, for the fifth time, CHICKEN!”

Adapted from: <http://www.writers-free-reference.com>

21. What is the story about?
- a. A doctor who had a hard-hearing patient.
 - b. A doctor who was hard-hearing.
 - c. A doctor who had a hard-hearing wife.
 - d. A patient was hard of hearing.

- e. A husband who tested his wife's hearing.
22. What did the doctor suggest that he should do?
- a. Have a simple informal test on his own hearing.
 - b. Have a simple informal test on his wife's hearing.
 - c. Take his wife to the hospital.
 - d. Take his wife to the doctor.
 - e. Buy some medicines for his wife.
23. At what distance did he get the answer?
- a. 10 feet.
 - b. 20 feet.
 - c. 30 feet.
 - d. 40 feet.
 - e. 50 feet.
24. "Damn it Earl, for the fifth time, CHICKEN!" What does the statement mean?
- a. She had cooked chicken five times.
 - b. She did not hear him.
 - c. She thought that chicken was great.
 - d. She had eaten the chicken five times.
 - e. She had answered his question five times.
25. The word "response" in the story is similar in meaning to....
- a. statement
 - b. question
 - c. reply
 - d. confession
 - e. declaration
26. "So he walks right up behind her". The word he in the sentence refers to....
- a. the doctor
 - b. the husband
 - c. the writer
 - d. the chicken seller
 - e. the cook

Questions 27-30 are based on the text below.

What time is it?

A tramp was lying down and sleeping in the park. He had been sleeping for about 5 minutes when a couple walked by. The man stopped, woke the tramp up, and asked him, "Excuse me. Do you know what the time is?" The tramp replied, "I'm sorry - I don't have a watch, so I don't know the time." The man apologized for waking the tramp and the couple walked away.

The tramp lay down again, and after a few minutes went back to sleep. Just then, a woman, who was out walking her dog, shook the tramp's shoulder until he woke up again.

The woman said, "I'm sorry to trouble you, but I'm afraid I've lost my watch - do you happen to know the time?" The tramp was a little annoyed at being woken up again, but he politely told the woman that he didn't have a watch and didn't know the time.

After the woman had gone, the tramp had an idea. He opened the bag that contained all his possessions and got out a pen, a piece of paper and some string. On the paper, he wrote down, *I do not have a watch. I do not know the time.* He then hung the paper round his neck and eventually dropped off again.

After about 15 minutes, a policeman who was walking through the park noticed the tramp asleep on the bench, and the sign around his neck. He woke the tramp up and said, "I read your sign. I thought you'd like to know that it's 2:30 p.m."

27. Why did not the tramp know about the time?
 - a. Because he had an amnesia.
 - b. Because he didn't have any watch.
 - c. Because he was still tired.
 - d. Because he was disturbed by the couple.
 - e. Because he hated the couple.
28. What was the tramp's idea after the woman had gone?
 - a. He slept again.
 - b. The tramp chased that woman.
 - c. He wrote a sign in a paper and hung it down.
 - d. He tried to find his watch.
 - e. He didn't have any idea.
29. What was the police did after he saw the sign?
 - a. The police woke him up and told the time.
 - b. The tramp woke up and he run away.
 - c. The police giving him a watch.
 - d. The police woke the tramp up and steal the sign.
 - e. The police bring him to the watch shop.
30. The word "tramp" is closest in meaning to....
 - a. bussinesman
 - b. poor person
 - c. gardener
 - d. treveller
 - e. butcher

APPENDIX I

STUDENTS' READING SCORES

STUDENTS' READING SCORES

Because a student did not join the post-test, the student reading scores in the pre-test and progress test did not considered in analyzing the students mean scores, as well.

No.	Nama	Pre-Test	Progress Test	Post-Test
1.	Agustina Tiaraningsih	56	80	90
2.	Arida Rahmania Dewi	53	60	86
3.	Azizah Dini Fidyahwati	56	70	86
4.	Bangkit Heryanto Aji	70	80	76
5.	Damar Fuad	73	60	80
6.	Dewi Ratna Sari	50	80	76
7.	Digya Mandala Putra			
8.	Eko Rian Sri Raharjo	83	50	76
9.	Elia Nur Handayani	60	90	86
10.	Eny Oktora	60	70	83
11.	Fachrul Bramatika	56	70	83
12.	Fasa Dzukran Shofari	73	60	90
13.	Gesang Swasono W	76	60	80
14.	Gharin Irzan Musyaffa	86	60	86
15.	Hanifah Kartika Sari	76	90	90
16.	Khifatih Sukma Utami	60	70	80
17.	Leni Kusumawati	56	80	76
18.	Lulu Nur Sya'idah	50	70	83
19.	Mey Pamungkasti	56	70	83
20.	Muhammad Nur Sidiq	80	80	76
21.	Nafisa Rahmah	76	70	90
22.	Novia Cahya Gita Dewi	63	70	83
23.	Putri Sulistyani	56	70	83
24.	Rachmalia Ratna Y	73	70	
25.	Radian Khrisna Anggara	83	50	76
26.	Ready Bagus Kurniawan	73	60	86
27.	Rika Afifah Dewi	50	70	76
28.	Unerri Putri	66	90	83
29.	Yeni Eka Astuti	60	70	80
30.	Yunita Wijayanti	46	70	86
Means scores		64.39	70	82.46

APPENDIX J

ATTENDANCE LIST

STUDENTS ATTENDANCE LIST

No	Name	Meetings						
		Pre-test	1 st	2 nd	3 rd	4 th	5 th	Post-tets
1.	Agustina Tiaraningsih	√	√	√	√	√	√	√
2.	Arida Rahmania Dewi	√	√	√	√	√	√	√
3.	Azizah Dini Fidyahwati	√	√	√	√	√	√	√
4.	Bangkit Heryanto Aji	√	√	√	√	√	√	√
5.	Damar Fuad	√	√	√	√	√	√	√
6.	Dewi Ratna Sari	√	√	S	√	√	√	√
7.	Digya Mandala Putra							
8.	Eko Rian Sri Raharjo	√	√	√	√	√	√	√
9.	Elia Nur Handayani	√	√	√	√	√	√	√
10.	Eny Oktora	√	√	√	√	√	√	√
11.	Fachrul Bramatika	√	√	√	√	√	√	√
12.	Fasa Dzukran Shofari	√	√	√	√	√	√	√
13.	Gesang Swasono W	√	√	√	√	√	√	√
14.	Gharin Irzan Musyaffa	√	√	√	√	√	√	√
15.	Hanifah Kartika Sari	√	√	√	√	√	√	√
16.	Khifatih Sukma Utami	√	√	√	√	√	√	√
17.	Leni Kusumawati	√	√	√	√	√	√	√
18.	Lulu Nur Sya'idah	√	√	√	√	√	√	√
19.	Mey Pamungkasti	√	√	√	√	√	√	√
20.	Muhammad Nur Sidiq	√	√	√	√	√	√	√
21.	Nafisa Rahmah	√	√	√	√	√	√	√
22.	Novia Cahya Gita Dewi	√	√	√	√	√	√	√
23.	Putri Sulistyani	√	√	√	√	√	√	√
24.	Rachmalia Ratna Y	√	√	√	√	√	√	S
25.	Radian Khrisna Anggara	√	√	√	√	√	√	√
26.	Ready Bagus Kurniawan	√	√	√	√	√	√	√
27.	Rika Afifah Dewi	√	√	√	√	√	√	√
28.	Unerri Putri	√	√	√	√	I	√	√
29.	Yeni Eka Astuti	√	√	√	√	√	√	√
30.	Yunita Wijayanti	√	√	√	√	√	√	√

Keterangan:

S : Sakit

A : Alpha

I : Izin

APPENDIX K PHOTOGRAPHS

PHOTOGRAPHS



Students are doing the pre-test.



The students and teacher are singing the national anthem before starting the lesson.



The teacher is showing the students pictures to build their background knowledge.



Students are practicing think-aloud strategy in groups.



The teacher is guiding the students who are finding difficulties



The student is thinking-aloud in doing prediction.



The students are doing the progress test.



The students are working in group to order the jumbled story into a good text.



The students are paying attention to the teacher's explanation.



The student is retelling the story to his friend during the chain-story game.



The students are enthusiastically raising their hands to answers the questions.



The students are doing the post-test.

APPENDIX L

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRMPB503-01
 10 Jan 2014

Nomor : 0107/UN.34.12/DT/I/2014
 Lampiran : 1 Berkas Proposal
 Hal : Permohonan Izin Penelitian

24 Januari 2014

Kepada Yth.

Kepala BAPPEDA Klaten Kantor BAPPEDA Klaten,
 Gedung Pemda II Lantai 2, Klaten

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

USE OF THINK-ALOUD STRATEGY TO IMPROVE READING COMPREHENSION

Mahasiswa dimaksud adalah :

Nama : MERISA RINDI SHARA PUTRI
 NIM : 09202241077
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : Januari – Maret 2014
 Lokasi Penelitian : SMAN 2 Klaten

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
 Kasubbag Pendidikan FBS,

Indur Probo Utami, S.E.
 NIP. 19670704 199312 2 001

Tembusan:

1. Kepala SMAN 2 Klaten



PEMERINTAH KABUPATEN KLATEN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Jl. Pemuda No. 294 Gedung Pemda III Lt. 2 Telp. (0272)321046 Psw 314-318 Faks 328730
KLATEN 57424

Nomor : 0 2/79/1/19
 Lampiran :
 Perihal : Pemohonan Ijin Penelitian

Klaten, 27 Januari 2014

Kepada Yth.
 Ka. SMAN 2 Klaten
 Di -

Klaten

Menunjuk Surat dari Dekan Fak. Bahasa dan Seni UNY No. 0107/UN.34.12/DT/IV/2014 Tgl. 24 Januari 2014 Perihal Permohonan Ijin Penelitian, dengan hormat kami beritahukan bahwa di Wilayah/Instansi Saudara akan dilaksanakan Penelitian oleh:

Nama	: Moriso Rindi Shara Putri
Alamat	: Karangmalang Yogyakarta
Pekerjaan	: Mahasiswa UNY
Pananggungjawab	: Indun Probo Utami, S.E.
Judul/topik	: USE OF THINK-ALOUD STRATEGY TO IMPROVE READING COMPREHENSION
Jangka Waktu	: 3 Bulan (27 Januari s.d 27 April 2014)
Catatan	: Menyerahkan Hasil Penelitian berupa <i>Hard Copy</i> Dan <i>Soft Copy</i> Ke Bidang PEPP/ Litbang BAPPEDA Kabupaten Klaten

Beskr harapan kami, agar berkenan memberikan bantuan seperlunya.

An. BUPATI KLATEN
 Kepala BAPPEDA Kabupaten Klaten
 Sekretaris



Hari Budiono, SH

Pegawai Tingkat I

NIP. 19611008 198812 1 001

Terbutsan disampaikan Kepada Yth :

1. Ka. Kantor Kesbangpol Kab. Klaten
2. Ka. Dinas Pendidikan Kab. Klaten
3. Dekan Fak. Bahasa dan Seni UNY
4. Yang bersangkutan
5. Arsip



**PEMERINTAH KABUPATEN KLATEN
DINAS PENDIDIKAN**

SMA NEGERI 2 KLATEN

Jl. Angsana, Trunuh, Klaten Selatan, Klaten

SURAT KETERANGAN

Nomor : 1199 /890/2014

Yang bertanda tangan di bawah ini Kepala SMA Negeri 2 Klaten menerangkan bahwa :

Nama	: MARISA RINDI SHARA PUTRI
NIM	: 0920224077
Tempat /Tgl.Lahir	: Klaten, 18 Maret 1992
Program Studi	: Pendidikan Bahasa Inggris
Universitas	: Universitas Negeri Yogyakarta

Mahasiswa tersebut benar-benar telah mengadakan penelitian di SMAN 2 Klaten Pada tanggal 3 Februari s/d 1 Maret 2014.

Dengan Judul : USE OF THINK-ALOUD STRATEGY TO IMPROVE READING COMPREHENSION OF STUDENTS OF GRADE XI AT SMA NEGERI 2 KLATEN IN THE ACADEMIC YEAR OF 2013/2014.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Klaten, 1 Maret 2014
Kepala SMA Negeri 2 Sekolah



Drs. Anggitan Setiadi, M.Pd
NIP. 19570403 198603 1 009

